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CHAPTER I

INTRODUCTION

1.1. Background of the Research

Reading is an activity that must be carried out by a students to complete his understanding and build meaning from what he reads, therefore a student must have reading comprehension. Merisuo and Storm (2012:1) in Baqi Abdul Faud (2019:89) state that reading comprehension is a difficult process where the reader interacts with the text to generate the meaning utilizing both the material in the text and his or her prior knowledge and experience.

Every students has a goal in reading comprehension. The goal of reading comprehension can be to obtain detailed or factual information from reading results, which means that through reading comprehension students get facts from the results of their reading, to understand ideas, which means that students can understand the true meaning of the ideas in their reading, and to conclude information from reading results, which means that through reading comprehension students can draw conclusions and know the meaning of their reading. To achieve the goal of reading comprehension, student must study hard and the teacher must use appropriate strategies or techniques in learning activities. Reading comprehension needs to be taught seriously since children are at the early level of education. Basically teaching reading comprehension in schools is to equip students with the knowledge and skills to master and understand reading content. So, one of the texts that can support reading comprehension is descriptive text, because in descriptive text we can find factual information or descriptions of something that is being told.

In syllabus of 2013 curriculum of SMP 1 Hiliserangkai, reading comprehension is one of the skills that must be learned by the students. The core competency expects students to be able to perceive meaning contextually related to social functions, text structures, and linguistic elements of short message and announcements/notifications.

Based on the preliminary data findings, there are several methods and strategies in teaching reading comprehension that are often used by the teacher of SMP 1 Hiliserangkai, one of them is the QAR strategy. However, still it was found that students at the eighth grade in SMP 1 Hiliserangkai had many reading comprehension problems, especially in descriptive text. First, students were lack of background knowledge about topic on the text given. Secondly, students were lack of vocabulary who make them difficult in understanding the text, they feel hard to comprehend the text because do not know meaning of word and feel lazy to find out in dictionary. Thirdly, the students feel complicated to read English word. Fourth, the students do not want find out difficulties in their learning.

According to Adawiah Rabiatal & Manurung Konder (2021:87) QAR strategy is a reading strategy that involves question comprehension and analysis, or, to put it another way, this strategy helps students comprehend the question in order to learn information from the reading itself. As a result, in practice, students in the classroom only skim the reading, and in order to understand it better, they concentrate on the questions the teacher asks about the text reading. In the QAR strategy the teacher gives the reading text to the students, after that the students understand the reading and try to get the meaning of the reading, then the teacher gives question related to their reading results then the students answer the

question given by the teacher. QAR strategy is very important for students because it can improve students' thinking skills and help students to understand questions and get information in the reading itself.

Based on the problem above, the researcher have done the qualitative research on the eighth grade of SMP 1 Hiliserangkai. According to Van Maanen in Merriam B. Sharan and Tisdell J. Elizabeth (2016:15) Qualitative research is "a broad phrase that refers to a collection of interpretive methods designed to identify, interpret, and otherwise comprehend the significance of phenomena that naturally occur in the social environment, rather than their frequency, specificity, or number". The purpose of this study is to analyze the teacher's ability to apply the QAR strategy used in analyzing students' ability in the reading comprehension.

Based on the case, the researcher is interested in conducting a research entitled: **An Analysis of Students' Ability in Reading Comprehension by Applying QAR Strategy at the Eighth Grade of SMPN 1 Hiliserangkai in 2022/2023.**

1.2. Focus of the Research

The focus of the study in this research, namely: An Analysis of Students' Ability in Reading Comprehension by Applying QAR Strategy in descriptive text material at the Eight Grade of SMPN 1 Hiliserangkai.

1.3. Formulation of the problem

- 1.How is the students' ability in reading comprehension by applying QAR Strategy at the eighth grade of SMP 1 Hiliserangkai in 2022/2023?

2. What are the factors that influence students' ability in reading comprehension at the eighth grade of SMP 1 Hiliserangkai in 2022/2023?

1.4. Objective of the Research

1. To know the students' ability in reading comprehension by applying QAR Strategy at the eighth grade of SMP 1 Hiliserangkai in 2022/2023.
2. To know the factors that influence students' ability in reading comprehension at the eighth grade of SMP 1 Hiliserangkai in 2022/2023.

1.5. Significances of the Research

This research is expected to contribute theory and practice as follows:

1. Theoretically

Theoretically, this research is able to analyze teaching reading comprehension through the QAR strategy that will be used by the teacher, it is hoped that it can also be used by future researchers as a reference for further research.

2. Practically

a. For the English Teacher

This research could be taken into consideration thought for insight English teacher in providing motivation and attention to students who have difficulties within a context of English reading and students' achievement better and higher quality.

b. For the Students

This research is expected to motivate and cultivate interest of students in reading and minimize students' understanding that English reading text is difficult and uninteresting.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 QAR Strategy

2.1.1.1 Definition of QAR

The QAR strategy can help students to find source of information when answering reading questions. Crist (2002) in Nurhayati et.,al (2019) state that QAR strategy is a questioning strategy that emphasizes a relationship between the question, the text, and the background knowledge of readers. Furthermore, Baqi Abdul Faud state that QAR strategy is a suitable reading technique that can assist the learner in classifying comprehension questions based on where they found the information needed to answer each question.

Based on the opinions of the experts above, we can conclude that QAR strategy is one of the strategies that can be used by the teacher to teach reading comprehension, which can help students to answer questions posed by the teacher.

QAR strategy is very important for student because the student can be gotten the meaning from their reading. QAR strategy can help student to be more active in processing the text, to control their comprehension, and stimulate them to think critically all at once.

2.1.1.2 Types of QAR Strategy

According to Erdiana et al. (2017) in Anggaraini Desti (2021) there are four stages in the QAR strategy method. Describing to the students about four

types of questions they would be familiar with is consider as the first step. For each question group, the teacher will provide definitions and examples. Raphael and Au as cited in Al Kafarna (2015) in Anggaraini Desti (2021) categorize QAR as followed:

1. In the book questions are divided into two parts, those are:

a. Right There

There are some examples that can be found in this question such as “who is the main actor in this tale?”, “where does the story happen?”. Furthermore, the ways that can be done by students to answer this type of question is by scanning, looking for the keywords, and rereading.

b. Think and Search

There are some places where you can find the answers. It may be made up of several paragraphs from the text. Some questions can be indicated as Think and Search question such as “can you tell me what the problem is in this story?”, “Please make or show an evidence of the problem that you have found in this story”. The steps that can be taken to answer this kind of question are finding out the important information, skimming, and summarizing.

2. In my head questions are divided into two parts, those are:

a. Author and Me

The answers are not directly in the passage. Many of them are implicit. The students need to read and figure it out. The examples of questions are “what is the story’s moral value?”, “from that tittle above, what might this text tell you about?”, “from this story, it can be

concluded that...”. Several steps that can be used by the students to answer this question are looking for the clues, predicting, and rethinking about what they have read and what are the author said.

b. On My Own

The answers to the On My Own question types are not in the text. Therefore, students must consider what they already know and make connections to respond to this type of question. The example of On My Own question such as “what do you think if...?”, “what is your opinion about...?”.

2.1.1.3 Purpose of QAR Strategy

Preszler (2005) in Anggarain Meita et., al (2020) explains that this strategy It might be a reading technique that's widely utilized to help students understand what they're reading, and it's used to monitor students' understanding as well as a tool for testing students' knowledge. The knowledge of various question forms and the correlation between the questions' and answers' meanings aids the students in their academic work.

1. QAR strategy helps students to consider information obtained by text or their own background knowledge
2. Aims to elaborating students' thinking process
3. It develops their metacognitive abilities to understand different types of questioning and the relationship between the question and answer.

In addition, There are some benefits of using QAR strategy in teaching reading. Conner (2006) in Nurhayati et.,al (2019) mentions five primary purposes of QAR in reading comprehension, which are:

1. QAR can help students monitor their own thinking in understanding of the text.
2. It provides the aim for reading the text.
3. It allows students to assess their own thinking in understanding reading text.
4. Readers are encouraged to elaborate and think critically.
5. It helps refute students' perceptions that all answers can be found in the text

2.1.2 Reading Comprehension

2.1.2.1 Definition of Reading

Reading is one of the abilities that must be possessed by students to get information from their reading results. Reading is the way to get information from something that was written, to obtain information and to improve the science and knowledge. By reading, it will be easier for students to interpret language, and make students able to find every message of the text. Then, “reading is bringing meaning to and getting meaning from printed or written material” (Nurhamidah, et. al., 2018) in Siregar Sofyan Walidah and Harida Sustri Eka (2021). So, reading is a process to understand a text because there is a transaction between the text and the reader.

Then, According to Whorter (1992) in Siregar Sofyan Walidah and Harida Sustri Eka (2021) “reading is a complex process; it involves much more than adding word meanings together. Reading involves not only understanding ideas,

but also recognizing the relationship and structures among ideas". ¹ It means that reading is not only saying the word but also understanding the meaning, recognizing the relationship and structures of ideas.

Based on the opinions of the experts above, we can conclude that reading is one ability that must be owned by every students to get ideas and information from their reading results.

2.1.2.2 Definition of Reading Comprehension

It was necessary for the students to master reading comprehension. Different from reading in general, reading comprehension has a deeper meaning to elaborate. There were many definitions of reading comprehension, Reading comprehension is an important skill for navigating the textual world around us. It is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concept (Liou Karen, 2021). And then ⁷ Reading comprehension is not merely a process of recognizing and understanding words and their meanings. It involves a more complex cognitive process where students could understand the meaning of written language, link it to their prior knowledge, and build up a mental representation of the information that they have read (Keenan, et al., 2008; Takaloo & Ahmadi, 2017) in Saraswati et., al (2021). ¹ Reading comprehension is a good way to develop and understand English. In reading comprehension, the students are not only understanding ideas, but also recognizing the relationships and structures among ideas. So, the students get the information and message from the written text that they have read. In reading comprehension, the students should have the particular purpose of their mind before they interact with the text.

The students should have attention, memory, and motivation in reading text. So, the teacher should help them not only to read the text but also help them how to find the meaning or the content of text (Siregar 2018) in Siregar Sofyan Walidah and Harida Sustris Eka (2021)

Based on the opinions of the experts above, we can conclude that reading comprehension is an activity that students can do to absorb information so that they get meaning from the text they read.

¹⁵ Reading comprehension instruction for the teacher as following a three-step procedure : mentioning, practicing, and assessing. That is, teacher mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Reading comprehension is very important for student because reading comprehension we can academic self confidence, it means that confidence in ability is very important for struggling readers who lack confidence in reading, so if student can understand what they read then they feel more confident in their academic abilities. Next, in reading comprehension can improving students' reading skills as a whole that is because reading comprehension requires you to actively engage with the text, which in turn helps improve your reading fluency and speed. Next, develop analytical skills, it means that when trying to understand text, you analyze and make sense of the information you read. And then in reading comprehension can improve students' memory, it means student involvement in reading comprehension helps students to better remember what they read.

2.1.3 Descriptive Text

2.1.3.1 Definition of Descriptive Text

The focus reading used by researchers in this study is descriptive text, Mukarto et. al. as cited in Siregar Sofyan Walidah and Harida Sustris Eka (2021) states that a descriptive text is used to describe something, someone, or place. In other word, descriptive text is the text with function to describe particular person, things or place with the aim to give information to the reader.

¹² According to Gerot and Wignell (1994: 208) in Jayanti Dwi Ade (2019), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc”. It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details. Abisamra (2001: 1) in Jayanti Dwi Ade (2019) adds that “descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described”.

Based on the opinions of the experts above, we can conclude the descriptive text is text that describes or tells all about a person, place and animal to provide detailed information to the reader.

2.1.3.2 Generic Structures of English Descriptive Text

According to Gerot and Wignell (1994: 208) and Yusak (2004: 49) in Jayanti Dwi Ade (2019) ⁶ there are two generic structures of descriptive text as follows:

1. Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri (2010: 1) adds that identification is a part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.
2. Description It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. Masruri (2010: 1) adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic.

2.1.4 Teaching Reading Comprehension Strategy

There are some strategies in teaching reading comprehension according to Vacca & Vacca (1999) in Nurdianingsih Fitri (2021):

- 1) Scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for the students (Gasong, 2007).
- 2) Think-aloud is a strategy that helps students on learning activities. The ability of teachers to transfer creativity of them and control the students in completing each step of the way think alouds strategy in understanding reading passages. The teachers make their thinking explicit by verbalizing their thoughts while reading orally.

- 3) Reciprocal Teaching Reciprocal teaching is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically.
- 4) SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It consists of five steps, they are: surveying, questioning, reading, reciting, and reviewing.
- 5) Question-Answer Relationship (QARs) is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the questions in order to get information from a reading itself. It means that the students only glance read the texts and to understand further, the focus of students is the questions given by the teacher about the texts.

2.1.5 The Reading Comprehension Assessment

In this research, the researcher chose multiple choice to fill students' understanding in reading descriptive text, because multiple choice is easier than other tests. This is supported by Robert (2012:51) stating that multiple choice tests are easily assessed with accuracy and objectivity.

In this research, the content of the test dealt with comprehension in reading descriptive text. The researcher focused on the aspect of reading by Supraman (2012) in the form of comprehension reading text success finding main idea, identifying supporting details or specific information, making or confirming references, making or confirming inferences and understanding vocabulary, as shown in the table below:

Table 2.1

READING ASPECT COMPREHENSION (INDICATORS)

No	Reading Aspects
1	Finding Main Idea
2	Identifying Supporting Detail
3	Confirming Reference
4	Making Reference
5	Understanding Vocabulary

In gaining the students' value, the score for correct answer is wrong answer is 0. The researcher used formulate suggested, Sadariah, et.al., as follow:

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total questions}} \times 100$$

Table 2.2

THE CATEGORIZATION OF THE STUDENTS ABILITY IN READING COMPREHENSION

Score	Classification
86-100	Very Good
71-85	Good
56-70	Adequate
41-55	Less
<40	Fail

Then, in getting the score from the students' worksheet which is assessed by the English teacher, the scoring rubric used as the basis for the assessment is below:

Table 2.3

MULTIPLE CHOICE ANSWER SCORING RUBRIC

No	Question Item	Reading Aspect	Score
1		Finding Main Idea	1
2		Identifying Supporting Detail	5
3		Confirming Reference	2
4		Making Reference	3
5		Understanding Vocabulary	2

2.2 Conceptual Framework

The researcher decided to conduct this research based on the desire to find out the QAR strategy used by the English teacher in teaching reading comprehension and also to find out the students' reading comprehension ability after the teacher used the QAR strategy. Based on the information the researcher got from the syllabus, there was material about reading comprehension, therefore the researcher chose SMP N 1 Hiliserangkai as the place for the implementation. Sources of research data come from interviews, questionnaire and documents.

Interviews were made of the English teacher and interviews were also conducted for students learning process will be carried out. Questionnaire, the researcher have asked questions for the purpose of gathering information from respondents Then, the researchers collect students worksheets.

After collecting the data, the researcher analyzed the data. And after this stage, the researcher describes the data by making a report. Researchers report the actual situation that occurred in the field based on the results of data analysis without making changes or adjustments to the conditions and results of the data. Researchers conducted research using the following:

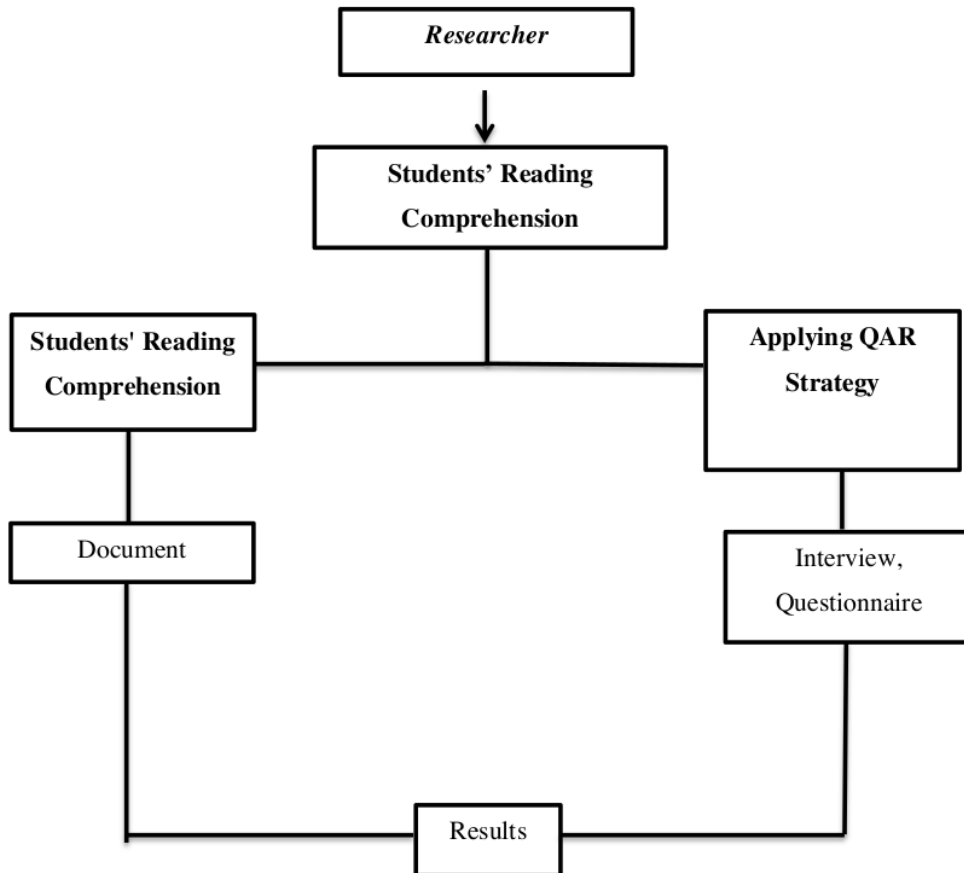


Figure 2.2. Conceptual Framework of the Research

CHAPTER III

RESEARCH METHODS

3.1 Approach and Type of the Research

The researcher has conducted the research by using inductive approach aims on finding the focus of the research. According to Creswell and Plano Clark (2007) in N.A. Abdulkarimova and N.N. Zubaydova (2021) says that e inductive researcher as someone who works from the “bottom-up, using the participants’ views to build broader themes and generate a theory interconnecting the themes”.

In addition, the instrument has use of this research is interviews, questionnaires and document. According to Creswell W. Jhon (2014) ⁸ In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. During the process of research, the investigator may collect qualitative documents. These may be public documents (e.g., newspapers, minutes of meetings, official reports) or private documents (e.g., personal journals and diaries, letters, e-mails). According to Mcleod Saul(2023) a questionnaires is a research instrument consisting of a series of questions for the purpose of gathering information from respondent

3.2 Variables of the Research

In this research, researchers has used qualitative research, where the qualitative research is Qualitative research is “a general term that includes a set of

interpretation techniques that seek to describe, decode, translate, and otherwise come to terms with meaning, not frequency, more specifically or fewer phenomena that occur naturally in the social world” Van Maanen in Merriam B. Sharan and Tisdell J. Elizabeth (2016:15).

In this research there are two kinds the variabels of the research:

1. An Independent variabel is a variabel that is changed or controlled in scientific experimments to test the effects on the dependent variable. The independent variable in this research is applying QAR Strategy.
2. An dependent variable is variable tested and measured in scientific experiments. The dependent variable is “dependent” on the independent variable. The dependent variable in this reasearch is students ability in reading comprehension.

3.3 Setting and Schedule of the Research

The location of the research is SMP 1 Hiliserangkai, that is located in Nias Regency. There are 40 teachers in this school, and 3 of them are English Teacher. This school consist of 15 classes, and consist of 400 students. This research will be conducted on May to June 2023. The time allocation refers to eduacational calender of SMP 1 Hiliserangkai.

3.4 Source of Data

The source of data is the subject from which data is obtained. If reseachers use interviews in data collection, the data source is called respondents, namely people who respond or answer researchers’ questions, both written and oral communication. So, there are two the source of data in this research is

1. Source of Quantitative Data

In this steps, source of data is documents result, this is in the form of students worksheets or other documents that can provide information related to these students.

2. Source of Qualitative Data

In this steps, source of data is Interview and questionnaires results, In data interviews can be taken when students answer each question given by researcher. While In the questionnaires, the reasearcher provide a set of question or other types of instructions that aim to gather information from a respondent.

3.5 Instrument of the Research

The instruments to be used in this study are interviews, questionnaires and documents. Teacher and students were interviewed by researchers who will previously be prepared by researchers about the question that will be asked. According to W. Creswell W. Jhon (2014)¹⁷ In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. Based on the theory, I as a researcher compiled a questions related to the problem that I lifted in the study and will be gotten information about why I asked. So, The questions that have been asked by the researcher to the teacher is:

1. What the strategies are used in reading comprehension?

2. How the students respond to this strategy?
3. Has the teacher ever used the QAR strategy?

While for students, the researchers asked about:

1. Do you have an interest in reading?
2. What are examples of texts that have been used by teacher so that your reading comprehension can improve?

In the questionnaires, the researcher will provide a set of question or other types of instructions that aim to gather information from a respondent. And then, the researcher have collected documents in the form of students worksheets so as to obtain data.

3.6 Data Collecting Technique

In this research there are two data collecting technique:

1. Collecting Data Quantitative Technique

In data quantitative, researchers collect documents through students worksheets to obtain information about applying QAR strategy in reading comprehension.

2. Collecting Data Qualitative Technique

According to Creswell (2014) there are three qualitative data collection techniques, Identify the purposefully selected sites or individuals for the proposed study. The idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research question. A related topic would be the number of sites and participants to be involved in your study. And Indicate the type or types of data to be collected.

In data qualitative the researchers have conducted interviews the teacher and students to collect data, questionnaires, the reasearcher have provided a set of question or other types of instructions that aim to gather information from a respondent, and in the document the researchers have collected data from recording and video.

3.7 Data Analysis Technique

in this research there are two data analysis technique:

1. Analysis Quantitative Data Technique

The quantitative data must be analyze to know the students ability in reading comprehension. The data sources is documents in form the students' worksheet and recording.

To find the students' ability in reading comprehension, the researcher used formula as suggested by Sadariah, et.al.,(2022) as follows:

$$\text{Score} = \frac{\text{Correct Answer}}{\text{Total questions}} \times 100$$

To get the conclusion of the students' ability in reading comprehension, the students' score are categorized into Satriani Estika and Simammora Saputri(2021) criterion, the criterion could seen in the following table.

Table 3.6.1

THE CATEGORIZATION OF THE STUDENTS ABILITY IN READING COMPREHENSION

Score	Classification
86-100	Excellent

76-85	Good
61-75	Fair
46-60	Bad
0-40	Very Bad

2. Analysis Qualitative Data Technique

⁴ Gay et al (2012:467) say that one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data.

1. Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about Document and transcripts of interviews to get an initial sense of the data and identifying the themes.

2. Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher will analyze comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research.

¹³ 3. Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher will categorize all of the collected data into some classifications or categories. The researcher will examine and compare all data, one to another to categorize them.

Based on these steps, researchers analyzed qualitative data. First, the researcher reads the data and then writes down important things during the interview. Second, the researcher describes all the important things about the data, such as where the data was taken, how the data was taken, and so on. And the last step, the researcher classifies the interviews and questionnaires based on what happened during the interview.

CHAPTER IV

RESULT AND DISCUSSION

4.1. Research Findings

The research location was in SMP Negeri 1 Hiliserangkai, especially in class VIII, and the informants were 1 English teacher and 28 students. Researcher have taken data from interviews with English teacher and also students of class VIII SMP Negeri 1 Hiliserangkai, and collecting questionnaire data for class VIII students of SMP Negeri 1 Hiliserangkai and also collecting students worksheets as data or sources of information in this study. After collecting the data, the researcher analyzed the data from the results of teacher and student interviews, analyzed data from the results of the questionnaires that had been filled in by students which were distributed by researcher in the class and also analyzed the results of students worksheets to determine students' abilities in reading comprehension.

4.1.1 The Results of English Teacher's Interview

The interview with the English teacher was conducted on 23 May 2023, before the researcher conducted the research in the class. The aim is to get data about what kinds of strategies are used by the teachers in teaching reading comprehension. It also aims to find out whether the QAR strategy can influence students in teaching reading comprehension or to find out the achievement of students' abilities in reading comprehension.

List of English teacher interview questions:

1. Does the students have a reading interest in English texts?

(apakah siswa memiliki minat baca dalam teks bahasa inggris?)

2. What are the strategies used by the teacher in teaching reading comprehension?

(apakah strategi yang digunakan oleh guru dalam pengajaran pemahaman membaca?)

3. Can students know the meaning of they reading result?

(apakah siswa dapat mengetahui makna dari apa yang mereka baca?)

4. Are students actively involved in the reading comprehension teaching process?

(apakah siswa secara aktif terlibat dalam proses pengajaran pemahaman membaca?)

Answer:

1. When I teach, especially in teaching readign comprehension, some students have an interest in reading English texts, and some are also less interested

(ketika saya mengajar, terutama dalam mengajar pemahaman membaca, sebagian siswa memiliki ketertarikan dalam membaca teks bahasa inggris, dan sebagian juga kurang tertarik)

2. The strategies I have used are Think aloud and QAR strategy

(strategi yang pernah saya gunakan adalah think aloud dan QAR strategy)

3. After I teach and apply some strategies in teaching reading comprehension, some students who may have an interest in reading English texts understand and know the meaning of the reading results, but

sometimes students only briefly read and do not know the meaning of reading result

(setelah saya mengajar dan menerapkan beberapa strategi dalam pengajaran pemahaman membaca, beberapa siswa yang mungkin tertarik membaca teks bahasa inggris memahami dan mengetahui arti dari hasil bacaan, tetapi terkadang siswa hanya membaca sekilas dan tidak mengetahui makna dari hasil bacaan)

4. Some are involved

(beberapa terlibat)

4.1.2 The Results of ⁴ Students Interview

The interview with the student was conducted on 23 May 2023, before the researcher start learning in the class. The aim is to get data about students inters in reading english texts and some data related to this research.

List of student interview questions:

1. Do you like learning English?

(apakah anda suka belajar bahasa inggris?)

2. What makes you interested in learning English?

(apa yang membuat anda tertarik untuk belajar bahasa inggris?)

3. What are your difficulties in learning English?

(apa kesulitan anda belajar bahasa inggris?)

4. What do you do to overcome this?

(apa yang anda lakukan untu mengatasi hal tersebut?)

5. Do you like reading English texts?

(apakah anda suka membaca teks bahasa inggris?)

Answer:

1. Based on question related to students' interest in learning English, Some students state, Yes, I really like learning English. However, some of them also stated that they were less interested in learning English.
2. Almost all students answered that the reason they liked learning English was "I like to learn English because the language is unique and interesting, and by being able to speak English we can study abroad"
3. Regarding the difficulties of students in learning English, some students stated that "I have difficulty memorizing formulas and memorizing vocabulary".
4. All of students stated that to overcome these difficulties is Study harder and find difficult vocabulary in the dictionary
5. Based on question related to students' interest in reading English text, some of students state that "I like it" but every students have a reason. For example, they are interested, but they have great difficulty in pronouncing English text, some also stated that they are less interested in reading English text, because the reading and writing are different, making it difficult for the readers.

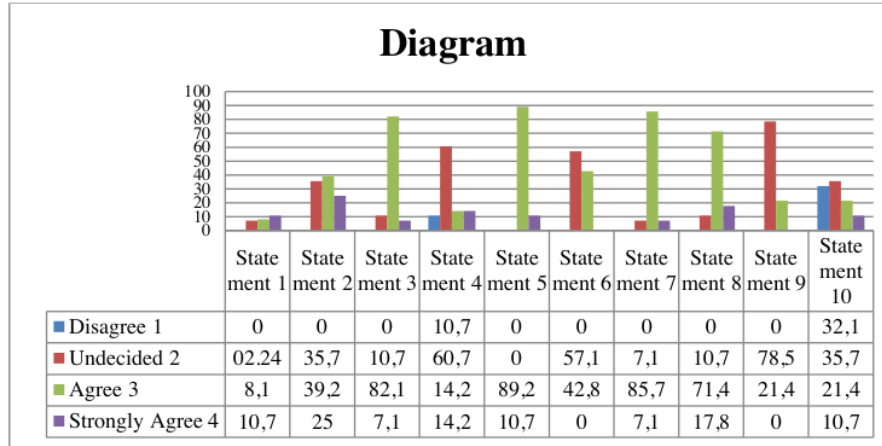
4.1.3. The Results of Questionnaires

In this research, the questionnaire served as an initial data collection instrumen to determine the level of student interest in learning English. From the results of research using this questionnaire, I found that those who stated strongly

agree from the statement *“I’m interested in studying English”* were 3 student, 23 student said they agreed, and 2 student said they were undecided. The statement *“I like reading English text”* which stated that they strongly agreed were 7 students, 11 students agreed, and 10 students stated undecided. The statement *“I have difficulty in learning English vocabulary”* which stated that they strongly agreed were 2 students, 23 students who agreed, and 3 students stated undecided. The statement *“I understand every meaning in the English reading text given by the teacher”* which stated that they strongly agreed were 4 students, 4 students agreed, 17 students stated undecided and 3 students disagreed. The statement *“Teacher used teaching reading comprehension strategy”* which stated that they strongly agreed were 3 students, and 25 students stated that they agreed. The statement *“Strategies used by the teacher in teaching reading comprehension help me to find the meaning of the reading text”* which stated that they agreed were 12 students and 16 students stated undecided. The statement *“The teacher used QAR strategy in teaching reading comprehension”* which stated that they strongly agreed were 2 students, 24 students agreed, and 2 students stated undecided. The statement *“I have studied descriptive text”* which stated that they strongly agreed were 5 students, 20 students agreed, and 3 students stated undecided. The statement *“I can determine the main idea in the text given by the teacher”* which stated that they agreed were 6 students, and 22 students stated undecided. The statement *“I can conclude the text given by the teacher”* which stated strongly agreed were 3 students, 6 students agreed, 10 students stated undecided and 9 students stated disagree. The following is the prencetage data from the questionnaire data:

Figure 4.1

PERCENTAGE DATA



From the data above, we can conclude that most students from class VIII have an interest in learning English, but behind that interest they also have difficulties in learning, especially in teaching reading comprehension. Therefore, in this research the researcher analyzed students' abilities after using the QAR strategy in teaching reading comprehension.

From this questionnaires data, I will compare the results with the value/result I get from the data instrument in the form of a documents, namely a students worksheet to get more valid data.

4.1.4. The Results of Document

In this research, the researcher also used an instrument that was a document in the form of a student worksheet, where the document was collected by the researcher from the students after completing the learning process about reading comprehension, and after that the researcher assessed and collected it to be used as data to find out students ability in reading comprehension after QAR

strategy is used. This below the text of reading that researcher give to students, the text was ⁵ descriptive text:

Venice is a city in northern Italy

⁵ Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

And here are the student scores as follows:

Table 3.3

¹⁰ THE STUDENTS SCORE IN READING COMPREHENSION

No	Name	Score
1	Alfaisyah J. Mendrofa	100
2	Alfons C. Putra Mendrofa	90
3	Andrew Claudius Mendrofa	90

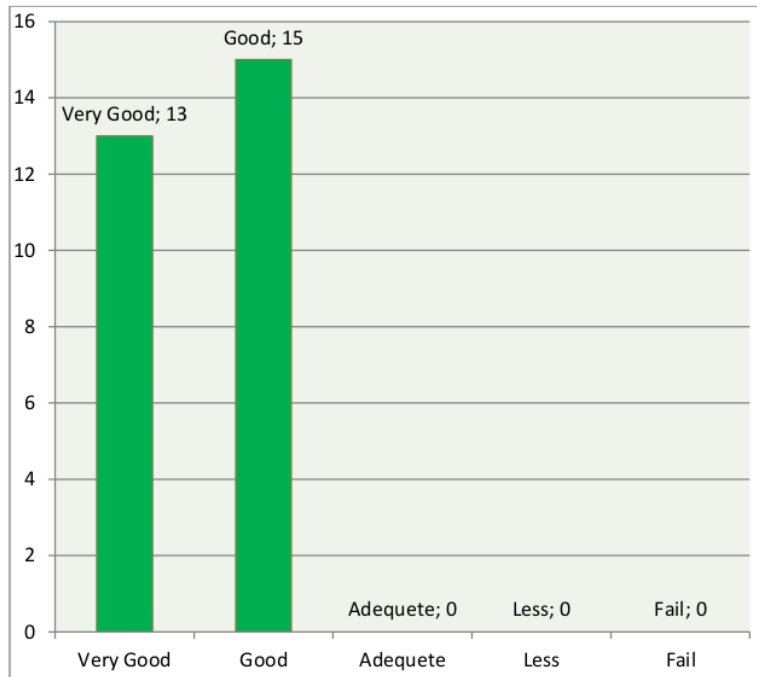
4	Asna Mendrofa	80
5	Celsy Kasih Murni Mendrofa	90
6	Charlie H. Mendrofa	80
7	Cristin Haga S. Harefa	80
8	Darwin Syah P. Waruwu	100
9	Dedis Flores Waruwu	80
10	Destin J. Zebua	90
11	Egreat H. Mendrofa	90
12	Esrone G. D. Mendrofa	70
13	Fiktor Iman Setiawan Zebua	70
14	Fitri Edrian Waruwu	80
15	Frans Aditia Mendrofa	90
16	Grasella E. Mendrofa	90
17	Jelita Gea	90
18	Jerisman Mendrofa	80
19	Julius Arisman Mendrofa	80
20	Luster Verdin Mendrofa	80
21	Maria P. Waruwu	80
22	Natania C. Laoli	90
23	Novan P. Mendrofa	90
24	Peter Zefanya Harefa	80
25	Silvia A. Mendrofa	80
26	Teti Marni Mendrofa	100

27	Virnie C. Zebua	80
28	Yalenta Mendrofa	80
Average		85

The data above comes from the student worksheet that has been collected by the researcher. Based on the data shown above, we can see that there are 3 students with a score of 100, 10 students with a score of 90, 13 student with a score of 80, and 2 students with a score 70. Then, the average value obtained gets students in reading comprehension learning where the QAR Strategy is used shows an average score of **85**.

Figure 4.2

STUDENTS CLASSIFICATION SCORE



Then, after presenting the student scores, the researcher categorizes the student scores based on the scoring rubric in reading comprehension:

Table 3.4

THE CATEGORIZATION OF THE STUDENTS ABILITY IN READING COMPREHENSION

Score	Classification
86-100	Very Good
71-85	Good
56-70	Adequate
41-55	Less
<40	Fail

The table above shows the score and classification of the students ability in reading comprehension. From the data found by the researcher, it shows that 13 students in very good category, 15 students in good category, 0 students in adequate category, 0 students in less category, and 0 students in fail category.

Then for the classification of reading comprehension levels achieved by students, they were at the level of literal comprehension and also inferential comprehension. At the literal comprehension level, students can convey names, objects, or an area that was discussed in the text being studied. And for inferential comprehension students provide additional information related to the content of the text which students relate to the experiences they have experienced.

4.2 Discussion

4.2.1 The Research Findings compared to the Latest Related Researches

The result of this research were compared with several related recent research. The First related research by Pratiwi Ayuda Dhea (2020) which to focus on effect of using Question Answer Relationship strategy to students reading comprehension. The sample of this research was students of SMAN 5 PEKANBARU consisting of 36 students. The results of this research indicate that students have progress scores when the teacher uses the QAR Strategy in reading text compared to without using QAR strategy in reading text.

The second research is Azzahra Zakirah Mabruka (2020) which to focus on what extend the effectiveness QAR strategy on students' reading comprehension of explanation text. The sample of this research was students of SMAN 4 Tangerang Selatan consisting of 75 students. The result of this research, it is proved that QuestionAnswer Relationship (QAR) Strategy is moderately effective on the students' reading comprehension of explanation text. It is shown by the students' gained score of experimental and controlled class. The students' mean score of post-test in experimental class is (76,89) which is higher than the students' mean score of posttest in controlled class (71,45). Then, the calculation result from independent sample t-test reveals that Sig. (2-tailed) (p) is 0.028 while alpha (α) is 0.05 (5%). Besides, to know the extent of the QAR strategy's effectiveness, the writer calculated the effect size by using cohen's d which resulted a value of 0,52. It can be interpreted that the level of significance ranged in the moderate level. In other word, the relationship between two variables, QAR

strategy as an independent variable and students' reading comprehension of explanation text as a dependent variable, is moderate enough.

However, this research is focused on applying students' ability in reading comprehension by QAR strategy and factors that influence students' ability in reading comprehension. The result is that students have maximum achievement after using the QaR strategy where students can understand the meaning of their reading results. other than that, the factor that influences a student's ability in reading comprehension is how a teacher uses strategies in learning so that students are able to quote the meaning of their reading, the conclusion is the strategy factor used.

4.2.2 The Research Findings compared to Theories

According to Keenan, et al., 2008; Takaloo & Ahmadi, 2017 in Saraswati et., al (2021) Reading comprehension is not merely a process of recognizing and understanding words and their meanings. It involves a more complex cognitive process where students could understand the meaning of written language, link it to their prior knowledge, and build up a mental representation of the information that they have read. According to Liou Karen, (2021) Reading comprehension is an important skill for navigating the textual world around us. It is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concept. In reading comprehension, the students should have the particular purpose of their mind before they interact with the text. The students should have attention, memory, and motivation in reading text. So, the teacher should help them not only to read the text but also help them how to find the meaning or the

content of text (Siregar 2018) in Siregar Sofyan Walidah and Harida Sustri Eka (2021)

Thus, according to Crist (2002) in Nurhayati et.,al (2019) state that QAR strategy is a questioning strategy that emphasizes a relationship between the question, the text, and the background knowledge of readers. According to Baqi Abdul Faud state that QAR strategy is an appropriate reading strategy that can help the student to categorize comprehension questions based on where they got information needed to answer each questions. According to Adawiah Rabiatul & Manurung Konder (2021:87) QAR strategy is a reading strategy through understanding and analysis of question, in other words this strategy guides student to understand the question in order to get an information in a reading itself, so that practice in the classroom students only glance read the reading and to understand further the focus of student is the questions given by the teacher about the text reading.

The findings of this study prove that the students' ability in reading comprehension by applying the QAR strategy and the factors that influence students' ability in reading comprehension are correct. Because the QAR strategy is a strategy that plays an important role in students' reading comprehension skills. It's hard to imagine how learning would be without strategies, especially in teaching reading comprehension. students' ability in reading comprehension is greatly influenced by the use of strategies, especially the QAR strategy. Meanwhile, the factors that influence students' ability in reading comprehension are the factors of the strategies used by the teacher.

4.2.3 Implications of the Research Findings

The research findings reveal that the strategies in learning reading comprehension are very impactful. As for students, having a teacher apply the QAR Strategy when teaching reading comprehension to students, it will make it easier for students to understand the content of the reading and their ability to understand reading becomes better. This has a pretty good impact on them in learning, thus making them more motivated in learning reading comprehension.

For English teachers, this is a good input to be able to continue implementing QAR Strategies in teaching reading comprehension to students. On the bright side, this is the best opportunity for teachers to come up with and develop strategies for better results.

4.2.4 The Research Findings Limitation

In conducting the research, the researcher had some limitations as follows :

- a. As a beginner, the researcher realizes that the research process has not been completed properly, full of weaknesses and of course needs improvement in further studies.
- b. The researcher has limited references and better knowledge in handling qualitative analysis, and has limited experience in dealing with QAR Strategy.
- c. Because of the limited experience of the researcher about research, the QAR Strategy was used by teacher in teaching reading comprehension and students ability in reading comprehension could not be analyzed perfectly.

- d. The research object only focused on an English teacher and 28 students of VII at SMP Negeri 1 Hiliserangkai.

CHAPTER V

CONCLUSIONS AND SUGGESTION

5.1 Conclusion

Based on the results of data analysis of students' ability in reading comprehension by applying the QAR strategy and the factors that influence student ability in reading comprehension, the findings in this study indicate that Grade VIII students at SMP Negeri 1 Hiliserangkai have achieved reading comprehension skills after using the QAR strategy. Then, the strategic factor in teaching reading comprehension plays a very important role. And the average student score is good and students are able to be at the level of reading comprehension of literal and inferential comprehension.

5.2 Suggestion

There are several suggestions from researcher after conducting research, such as:

1. For English Teachers at SMP Negeri 1 Hiliserangkai The implementation of strategies in teaching reading comprehension has a great impact on students, especially the QAR Strategy. And here the researcher provides suggestions so that the strategies that have been implemented can be developed by the teacher, especially in reading comprehension.
2. For students of SMP Negeri 1 Hiliserangkai.
For students of SMP Negeri 1 Hiliserangkai, especially class VIII, it is hoped that they will continue to increase their interest in reading and

also be motivated to learn so that with a high interest in reading and good reading comprehension, their knowledge can be better.

3. For Further Researchers

For future researchers, it is hoped that future researchers can be even better related to this research topic, in the future.

Kristiani Waruwu

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