THE USE OF QUESTION-ANSWER RELATIONSHIPS (QAR) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION
(A Classroom Action Research in the Second Grade of SMK Diponegoro Banyuputih in the Academic Year of 2017/2018)

A GRADUATING PAPER
Submitted as Partial Fulfillment of the Requirement for Gaining The Degree of SarjanaPendidikan (S. Pd)

By:
SITI MUNAWAROH
NIM.11313025

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2018
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I have been marked below:

Name : Siti Munawaroh
NIM : 113-13-025
Faculty : Teacher Training and Education Faculty
Department : English Education Department

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The researcher, [Signature]

Siti Munawaroh
NIM.11313025
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The researcher,

Siti Munawaroh

NIM.11313025
Salatiga, October 27th 2017

Mashlihatul Umami, S.pd. I, M.A

The Attentive Counselor’s note

Siti Munawaroh

To The Dean of The Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Siti Munawaroh’s graduating paper entitled THE USE OF QUESTION-ANSWER RELATIONSHIP STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION (*A Classroom Action Research at the Second grade of SMK DiponegoroBanyuputih in the Academic Year of 2017/2018*), I have decided and would like to propose that this paper will be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

[Signature]

Mashlihatul Umami S.pd. 1, M.A
NIP. 19800513 200312 2003
A GRADUATING PAPER
WRITTEN BY:
SITI MUNAWAROH
NIM: 113-13-025

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on January, 31st 2018, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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MOTTO

Keep forward how hard the life is.

-The Writer-

.... إن الله لا يُغْير ما يقوم حتى يُغيّروا ما بأنفسهم....

(QS. Ar-Ra’d:11)

يا أيها الذين آمنوا اضبروا وصابروا ورافقوا الله لعلكم تفلحون.

(QS. Ali-Imran:200)
DEDICATION

This graduating paper is sincerely dedicated for:

1. My beloved parents Mr. Rohani and Mrs. Siti Mardiyah, who always guide me in doing good thing, they are my everything, thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.

2. My beloved brother Ahmad NurSyahid, who always supports me to keep forward no matter how hard the problems are, thanks for your kindness, support, and prayer.

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_Assalamu’alaikum Wr. Wb._

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However, this paper will not be finished without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, the writer would like to express the deepest gratitude to:

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Finally, this graduating paper is expected to be able to provide useful knowledge and information to the reader.

Salatiga, October 27th 2017

The writer.

Siti Murwatiningsih

NIM.113113025
ABSTRACT


The objectives of the Research are to describe the implementation and to find out to what extent the use of Question-Answer Relationship Strategy improves students’ reading comprehension in second grade in SMK Diponegoro Banyuputih in the academic year 2017/2018 especially in XI PS 1(Perbankan Syari’ah) class.

The method of the research used Classroom Action Research (CAR). There were two cycles; each cycles comprised planning, implementing action, observing, and reflecting. The techniques of collecting the data are observation, test and documentation.

The result of the research shows that the pre-test 1 score is 60.5 and the percentage of minimum passing grade is 8.3%. The cycle 1 shows that the post-test score is 73.67 and the percentage of minimum passing grade is 79.2%. Meanwhile, the cycle 2 shows that the pre-test score is 67.5 and the percentage of minimum passing grade is 41.67% and the post-test score is 84.5 and the percentage of minimum passing grade is 95.8%. The result of t-calculation in cycle 1(8.49) and 2(8.94) are higher than t-table (2.068). This indicates that QAR strategy can improve students’ reading comprehension of the second grade of SMK Diponegoro Banyuputih in academic year of 2017/2018.

Keyword: Reading Comprehension, Question-answer Relationship Strategy.
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CHAPTER I
INTRODUCTION

This chapter contains the background of the Research, problem questions, objectives of the Research, significances of the Research, limitation of the Research, definition of key term and outline of the Research.

A. Background of the Research

Reading is one of skill in English language learning. One of way how People get information is by reading. Smith (2004:2), declares that reading is properly employed for all manner of activities when people endeavor to make sense of circumstances; its original meaning was “interpretation”.

Other definition comes from Brown (2004: 185), he says that in foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Through reading learners get new ideas, obtain needed information, look for supporting ideas for their statement, and widen their interest. Students can also get message from authors or researchers from books, articles, journals and many other written forms that they can read.

Reading is more complex than people thought. It is not only to get the information from something that people read but also to comprehend the content. Derived from Richard (1996: 164), he affirms that comprehension activities may address different levels of comprehension, including literal comprehension (understanding meanings stated explicitly in a text), inferential comprehension (drawing conclusions and making predictions
based on information in the text), and evaluation (making judgment about the content of a text based on personal or other values).

From the explanations above, the researcher concluded that reading is not only about understanding the words or recognizing the vocabularies from what they read, but also comprehend the content, including message, explicit and implicit information. Thus, the readers must have good comprehension to get the message or information from what they read. They need to provide themselves with reading skills. They can use some strategies to help them improving their comprehension.

Based on the researcher’s observation in class PS (Perbankan Syariah) 1 in SMK Diponegoro Banyuputih, strategy that is used by the teacher make student get bored and less motivated to join the class activities. Consequently, most of students are noisy and some of them sleep. This condition that caused the students’ reading comprehension is low. The researcher found students’ difficulties in term of: (1) finding out explicit and implicit information in the text; (2) comprehending the text because they lack of vocabulary ;(3) detecting main idea on the paragraph. Then, along the class activities researcher found: (1) students have low motivation in English learning process; (2) students chat with each other; (3) students have bad responses when they are asked about some questions; (4) students are unable to recognize the comprehension question, because they think that the answers can only be founded in the text, whereas, the answer can only be found in their head.
From the problems above, the researcher is interested to implement a strategy that is proposed by Raphael (1986:516-522): Question-Answer Relationships (QAR). Question-Answer Relationship Strategy is designed to improve student reading comprehension. It helps students realize that the answers they seek are related to the type of questions that is asked. QAR is useful as a student tool in providing a basis for three comprehension strategies: locating information, determining text structures and how they convey information, and determining when an inference would be required.

Based on Klingner et al (2007:110-111), they state that QAR assists students to analyze and answer teacher-initiated questions or to create their own questions by using QAR question types.

Concerning those reasons above, the researcher is interested in investigating how the Question-Answer Relationship Strategy can improve the student’s reading comprehension. Particularly in the second grade at SMK Diponegoro Banyuputih by taking the title The Use of Question-Answer Relationships (QAR) Strategy to Improve Students’ Reading Comprehension: A Classroom Action Research in The Second Grade of SMK Diponegoro Banyuputih.
B. Problem Questions

Based on the background of Research, the problem question of the research is:

1. How is the implementation of Question-Answer Relationship (QAR) strategy to improve students’ reading comprehension in second grade of SMK Diponegoro Banyuputih?

2. To what extent does the use of Question-Answer Relationship (QAR) strategy improve students’ reading comprehension in second grade of SMK Diponegoro Banyuputih?

C. Objectives of the Research

The objectives of the Research are:

1. To describe the implementation of the Question-Answer Relationship (QAR) strategy to improve students’ reading comprehension in second grade of SMK Diponegoro Banyuputih.

2. To find out to what extent the use of Question-Answer Relationships (QAR) strategy improves students’ reading comprehension in second grade of SMK Diponegoro Banyuputih.

D. Significances of the Research

1. To researcher

➢ The result of this Research adds the researcher’s knowledge and experience about reading teaching by using Question-Answer Relationship (QAR) strategy.
2. To student
    The result of this Research can help students to understand the reading subject.
    It increases the students’ reading comprehension.

3. To teacher
    The result of this Research can be a guidance to teach reading subject.
    Teacher can help students to learn reading subject.

E. Limitation of the Research

In this research, the researcher is focused on the use of question-answer relationship strategy to improve students reading comprehension at the second grade of SMK Diponegoro Banyuputih in the academic year of 2017/2018.

F. Definition of Key Term

To avoid some incorrect interpretation of the research title, the writer wants to clarify and explain the terms used as below:

1. Reading

Smith (2004:68), states that reading is the “acquisition of information” from text or, even more specifically, that reading is a matter of receiving particular messages or facts put into a text by the writer.

2. Comprehension

Smith (2004:162), says that comprehension is that reader brings to the text implicit questions about meaning rather than about letters or words.
3. Question-Answer Relationship Strategy

Raphael (1986) in Fard and Nikon (2014: 302-303), says that Question-Answer Relationship is a reading comprehension strategy developed to “clarify how students approach the tasks of reading text and answering questions. It also encourages them to be active, strategic reader of text.

G. Outline of the Research

In Chapter I is Introduction. It consists of background of the Research, problem questions, objectives of the Research, significances of the Research, limitations of the Research, definition of key term, and outline of the research.

In Chapter II is Theoretical Framework. It consists of review of related literature, the definition of reading, types of reading, definition of reading comprehension, strategy of reading comprehension, macro skill of reading comprehension, level of reading comprehension, reading comprehension evaluation rubric, definition of QAR strategy, QAR categories, types of QAR, procedure of QAR strategy and the benefit of QAR strategy.

After that, In Chapter III is Research Method. It consists of subject of the research, method of the research, procedure of the research, technique of data collection, and technique of data analysis.

In Chapter IV is Data Analysis. It consists of the research finding, and, analysis and discussion in cycle 1 and 2. Chapter V is closure that
consists of Conclusion and Suggestion. The last part is Bibliography and Appendices.
CHAPTER II
THEORETICAL FRAMEWORK

On this section, the researcher describes everything that are related with reading comprehension and Question-Answer Relationships (QAR) strategy consist of review of related literature, definition of reading comprehension and QAR, types of reading, procedure of QAR etc.

A. Review of Related Literature

The first research comes from Baqi (2014), he conducted a research about Employing Question-Answer Relationships (QAR) Strategy to Improve Students’ Reading Comprehension. The kind of the research is a Classroom Action Research. In this research, the writer used Question-Answer Relationships Strategy to identify whether or not the QAR Strategy can improve students’ reading comprehension; to describe the classroom situation when QAR Strategy is employed in instructional process of reading comprehension. The subjects of this research was the eleventh year students, class IPS in SMA Negeri 1 Rangkasbitung, Lebak-Banten. The writer used observation, recording and interview as qualitative data collection and test as quantitative data collection. The finding of this research reflected that employing QAR Strategy can improve students’ reading comprehension. There were 80% students passed the passing grade and the students were much more confident and active to participate in reading learning activity eventually.
The second research comes from Marliasari, (2016), she conducted a research about developing ability in answering reading question by using Question-Answer Relationships Technique. In this research, the writer used Question-Answer Relationships Technique to assist students to gain the ability to comprehend the text. She used experimental method. The subject of this research was all of the eight graders of SMP Negeri 1 Lembak consisting of 139 students from 5 classes, 60 students was selected by using cluster random sampling method and the samples were divided into two groups, experimental and control group. She used test as a data collection. The result of data analysis showed that t-obtained 2.006, where the critical 1.67, at the significance level of 5% and df 52. This showed that there were any significant differences in students’ ability in answering the question between the students who were taught by QARs and those who were not.

In view of that, this research has different kind with Baqi (2014) that used classroom action research meanwhile, she used experimental research. She took students of junior high school as the subject instead of students of senior high school. However, in line with Baqi, (2014), she used QAR Strategy to assist students comprehending the text. The findings of both researchers showed that QAR strategy can improve students’ reading comprehension.

The third research comes from Fard and Nikon (2014), they carried out the research about the effect of Question-Answer Relationships (QAR) Strategy on EFL Students’ Reading Comprehension. In this journal, the
writers used QAR Strategy to identify the efficiency and the effects of QAR Strategy on the reading comprehension ability of EFL students in first grade high school of Mohaddesh, Urmia, Iran. The participants were 56 female students who were assigned to one control group and one experimental group. They used pre-test and post-test as data collections. The result of this Research suggested that there was a statistically difference among reading comprehension of the experimental and the control group.

In addition, the kind of research is same with Marliasari (2016) who used experimental research. On the other hand, it is different with Baqi (2014) who used Classroom action research. Nevertheless, the findings of the research are in accordance with Baqi, (2014) and Marliasari (2016) who found that QAR Strategy can improve students’ reading comprehension.

The fourth research comes from Fard and Nikon (2014), who conducted a research about The Effect of Question-Answer Relationship (QAR) and Cooperative Learning (CL) on First Grade High School EFL Students’ Reading Comprehension. In this Research, the researchers combined Question-Answer Relationship (QAR) and Cooperative Learning (CL) Strategies on teaching reading comprehension. The participants were 112 female students in the first grade of second semester of the scholastic year 2013-2014 in Urmia, Iran, Mohaddesh high school who was assigned to one control group and three experimental groups. They used pre-test and post-test as data collections. The result of this Research suggested that there was a
statistically difference among reading comprehension performance of the three experimental and the control group in their post-test scores.

Considering with the information above, the researchers combined the QAR strategy with CL strategy that is different from those three researchers before that just use QAR strategy in teaching reading. The findings of the research confirmed that QAR strategy make a statistically difference among reading comprehension performance of the experimental and the control group in their post-test scores, in a line with other researches before who believe that QAR strategy can improve students’ reading comprehension.

The last research comes from Mashur , (2015), he carried out the research about The Effect of Question-Answer Relationship (QAR) Strategy and Achievement Motivation Toward Students’ Reading Ability. In this experimental Research, the researcher used Question-Answer Relationship (QAR) Strategy to see the effectiveness of QAR in teaching and learning process of teaching reading. The participants of this Research were 64 students of Gunung Rinjani University in 2013/2014 academic years. The result of this Research revealed that QAR technique is more effective to be used for teaching reading in the University than conventional technique.

In this research, the researcher combined the effect of QAR strategy and achievement motivation toward students’ reading ability that is different from those three researchers that just used QAR strategy and Fard and Nikon (2014) that combined QAR and CL strategy. The researcher took university students; meanwhile, the other researchers took high school students.
However, the findings of the research are in line with Baqi (2014), Marliasari (2016), Fard and Nikon (2014) who believe that QAR strategy can improve students’ reading comprehension.

From those all previous researches, the researcher makes sure that Question-Answer Relationships (QAR) Strategy can improve students’ reading comprehension in the second grade of SMK Diponegoro Banyuputih.

B. Reading Comprehension

1. Reading

   a. Definition of Reading

      As stated by Moreillon (2007:21), reading is a complex, nonlinear process that goes beyond the literal denotations of the words on the page. Another definition comes from Smith (2004: 2), he says that "reading" is properly employed for all manner of activities when we endeavor to make sense of circumstances; its original meaning was "interpretation."

   b. Reading purposes

      According to Grabe and Stoller (2011:6-7), there are many purposes for reading, they are:

      1. Reading to search for simple information is a common ability which is used to look for a specific word or specific piece of information or a few representative phrases by scanning the text.
2. Reading to skim quickly is a combination of strategy for guessing where important information might be located in the text by using basic reading comprehension skill until a general idea is formed.

3. Reading to learn from texts is usually occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.

4. Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for readers’ goal.

5. Reading to write (or search for information needed for writing) and Reading to critique texts require abilities to select, critique and compose information from text to represent common academic tasks that call upon the reading abilities needed to integrated information.

6. Reading for general comprehension is the process of understanding and constructing meaning from a piece of text. Connected text is any written material involving multiple words that forms coherent thought.

2. Comprehension

According to Smith (2004:60), comprehension is the condition of relating whatever we are attending to in the world around us to
knowledge, intensions, and expectations we already have in our head. Another definition comes from Klingner et al (2007:15), she defines that comprehension is typically measured by requiring students to read a short passage and then answer multiple-choice or short-answer questions or by using a cloze task.

3. Reading comprehension

a. Definition of reading comprehension

Reading comprehension is main point when we read a text or something. Based on Smith (2004:11), Reading is as natural as recognizing and interpreting facial expressions. Understanding reading becomes complicated when certain metaphorical states of affairs are taken as being literally true. Comprehension may be regarded as relating aspects of the world around us (including what we read) to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read (p. 13).

In another source, McNamara (2007:111) states that reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation. In comprehension, the reader must be able to relate the new information that they got when they read with what they already have in their mind.
b. Macro skills in reading comprehension

Brown (2004:187-188) states there are two kinds of skills in reading. They are:

1. Recognize the rhetorical forms of written discourse and their significance for interpreting.
2. Recognize the communicative functions of written texts, according to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meaning.
6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpretation of text.

c. Strategies for reading comprehension

According to Brown (2000:306-310), they are some strategies in reading comprehension, they are:
1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners).
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).
4. Skim the text for main ideas.
5. Scan the text for specific information.
6. Use semantic mapping or clustering.
7. Guess when you are not certain.
8. Analyze vocabulary.
10. Capitalize on discourse markers to process relationships.

d. Levels of reading comprehension

Burn, Roe & Ross as quoted by Baqi (2014), they propose four levels of reading comprehension: literal comprehension, interpretive comprehension, critical reading, and creative reading.

1. Literal comprehension

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

2. Interpretive comprehension

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

3. Critical reading

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

4. Creative reading

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

e. **Reading Comprehension Evaluation Rubric.**

Table 2.1 Reading Comprehension Evaluation Rubric

<table>
<thead>
<tr>
<th>Skills</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explicit information</strong></td>
<td>Answers mostly include supporting evidence from the text.</td>
<td>Answers usually include supporting evidence from the text.</td>
<td>Answers include occasional supporting evidence from the text.</td>
<td>Answers do not include any supporting evidence from the text.</td>
</tr>
<tr>
<td><strong>Implicit information</strong></td>
<td>Answers are mostly related with the text.</td>
<td>Answers are usually related with the text.</td>
<td>Answers are occasionally related with the text.</td>
<td>Answers are not related with the text.</td>
</tr>
<tr>
<td><strong>Main idea</strong></td>
<td>Identification of main idea with extensive use of supporting details.</td>
<td>Identification of main idea with considerable use of supporting details.</td>
<td>Identification of main idea with adequate use of supporting details.</td>
<td>Partial identification of main idea with limited supporting details.</td>
</tr>
<tr>
<td><strong>Making prediction</strong></td>
<td>Students make valid predictions based on information from text and pre-existing knowledge.</td>
<td>Students make predictions, though some are based on themed understanding</td>
<td>Students make only “guesses” not based on any understanding of information or knowledge.</td>
<td>Students are not able to make any prediction.</td>
</tr>
</tbody>
</table>
C. Question-Answer Relationships Strategy.

Nowadays, there are a lot of strategies in teaching process. Strategies are used to help students mastering the subject that is being taught. In Oxford dictionary (2008:439), strategy is described as plan intended to achieve a particular purpose. Some examples of strategy can be seen as follow; explicit strategy, cooperative learning strategy, word square strategy, scramble strategy, take and give strategy, collaborative learning strategy and many others. From those many kinds of strategy, the researcher chooses Question-Answer Relationship strategy in this research.

As said by Elliot in Baqi (2014:32), questioning is one of teaching most common and most effective teaching techniques. Using questioning is a specific example of how teachers can help students to improve their thinking skill. Daniel (1997) in Shaunessy (2005:6) notes that curiosity is a common characteristic among gifted students, and helping them channel that instinct through questioning can stimulate them to want to investigate further answers.
to their curiosities. The questions do not only come from the students but also come from the teacher. Those are used to comprehend higher-level text as well (Cole and Chan in Baqi: 2014). From those explanations above, the researcher makes sure that Question-Answer Relationship strategy can improve students’ reading comprehension.

For wider explanation about Question-Answer Relationship strategy can be seen as follow:

1. **Definition of QAR Strategy**

   According to Raphael et al (2006:1), Question-Answer Relationship is a comprehension strategy that provides a way to think and talk about sources of information for answering questions. Based on Raphael and Au (2005), Question-Answer Relationship (QAR) is a strategy to be used after students have read. It teaches students how to distinguish what types of questions they are being asked and where to find the answers to them. As stated by Raphael (1986:521), QAR is useful as students’ tool in providing a basis for three comprehension strategies: locating information, determining text structures and how they convey information, and determining when an interface would be required.

2. **QAR Categories**

   According to Raphael (1986:517-519), there are two primary sources of information for answering questions, they are:
a. In the Book

In the Book category is extended two types of situation (1) when the answer to the question is stated explicitly in the text, within a single sentence of text, and (2) when the answer to the question is available from the text but requires the reader to put together information from different parts. For the first situation, is called Right There, and the second one is called Think and search or Putting It Together.

b. In My Head

In My Head category, once students have a clear understanding that their background knowledge is a relevant source of information for answering question. It is divided into two situations, they are; (1) Author and You, when the answer is not in the text, the reader need to think about what he already knows, what author tells reader in the text, and how it fits together, and (2) On My Own, when the answer is not in the text, the reader can even answer the question without reading the text, he uses his own experience.

3. Types of Questions-Answer Relationship

Based on Raphael (1982;1986), There are four types of question-answer relationship, they are:

a. Right There (the answer is stated in the text)

1. The answer is usually contained in one sentence and is easy to find.
2. The same words that make up the answer are often found in the question.

3. Question stems can begin with: When is/was...?, Who is/was...?, What is/was...?, Where is/was...?

b. Think and search or Putting It Together (The answer is stated in the text but the reader must combine pieces of information to fully answer the question)

1. The answer is found in more than one place. The parts must be put together to answer the question.

2. The words in the question may or may not be the same words used to answer the questions.

3. Question stems can begin with: Contrast..., Explain..., What were...?, Compare..., Summarize...

c. Author and You (the author gives clues that are combined with what the reader knows to figure out the answer)

1. The reader must read the text to answer the question, as well as use prior knowledge and experience.

2. The reader must look for clues and evidence and prove the answer with details.

3. Question stems can begin with: How can you tell...?, How do you know...?

4. The reader must read between the lines as the answer is not explicit in the text.
d. On My Own (knowledge of the text/topic is needed but the answer comes from reader’s head)

1. The reader need not read the text in order to answer the question and must use her/his own ideas and options to answer the questions.

2. Question stems can begin with: Do you believe...?, How do you know...?, How Would you...?, Have you ever...?

3. The reader relies on prior knowledge and experience.

4. **Procedure of QAR Strategy**

   Raphael (1986: 516-522), suggests that the value of QAR instruction lies in the way it clarifies how students can approach the task of reading task and answering the questions. It helps them to realize that information they need includes in the text and their own background knowledge. Then, the procedure of QAR in the following steps, are as below:

   a. Explaining to the students that there are four types of questions they will be encountered. Define each type of question and give an example.

   b. Reading a short passage aloud to the students

   c. Has been predetermining questions teacher will ask after teacher stop reading. When teacher has finished reading, read the questions aloud to students and model how teacher decides which type of question teacher has been asked to answer.
d. Showing students how to find information to answer the question (i.e., in the text, from your own experiences, etc.).

e. After teacher has been modeling his thinking process for each type of question, invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.

f. After students have been practicing this process for several types of questions and over several lessons, teacher may invite students to read passages and try to create different types of questions for the reading.

g. Students may be working by themselves, in pairs or small group. Reminding students that they should be prepared to discuss and debate their reactions to the questions and how they figured out their answers.

5. Benefit of QAR Strategy

There are some benefits of using QAR in English classroom, they are:

a. It can improve students’ reading comprehension.

b. It helps students to think about the text they are reading and beyond it, too.

c. It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.
CHAPTER III
RESEARCH METHOD

This chapter points out the place, time, and research methodology. It consists of Subject of the Research, Method of the Research, Procedure of the Research, Technique of Collecting Data and Technique of Data Analysis.

A. Subject of the Research

In this research, the researcher takes one class of PS 1 (Perbankan Syari’ah) of second grade students in SMK Diponegoro Banyuputih as subject of the research. It consists of 24 students, with 22 female students and 2 male students.

Table 3.1 The List of Students of XI PS 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>1.</td>
<td>ANH</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>AF</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>BAR</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>EDF</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>ES</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>ED</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>FW</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>HM</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>IW</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>KK</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>LNA</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>MH</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>MS</td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>M</td>
<td>✓</td>
</tr>
<tr>
<td>15.</td>
<td>NP</td>
<td>✓</td>
</tr>
<tr>
<td>16.</td>
<td>PL</td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>RWR</td>
<td>✓</td>
</tr>
<tr>
<td>18.</td>
<td>RF</td>
<td>✓</td>
</tr>
</tbody>
</table>
### B. Method of the Research

The type of this research is Classroom Action Research (CAR). Derived from Ferrance (2000:1), action research is processes in which participants examine their own educational practice systematically and carefully, using the techniques of research. Based on McKernan (2008:112), he states that action research is a form of collaborative and collective self-reflective inquiry that is conducted by participants in order to solve practical problems and to improve the quality of life in any social setting. In a line with McKernan, John Elliott (1991:69), he states that action research is the Research of a social situation with a view to improving the quality of action within it. It aims to feed judgment in concrete situations, and the validity of the ‘theories’ or hypotheses it generates depends on the practice.

According to Arikunto (2010:130), he states that Classroom Action Research (CAR) is a reflection of activities that are intentionally generated and occur in the classroom (Penelitian Tindakan Kelas merupakan suatu pencermatan terhadap kegiatan yang sengaja dimunculkan, dan terjadi dalam sebuah kelas). There are three characteristics of classroom action research promoted by Basrowi and Suwandi (2008:34), they are: (1) an inquiry on practice from within, (2) a collaborative effort between school teachers and
teacher educators, and (3) a reflective practice made public. The researcher carry out this research to know whether Question-Answer Relationships strategy can improve students’ reading comprehension or not.

C. Procedure of the Research

In this Research, the researcher applies classroom action research. It consists of two cycles, each cycle consists of four steps, and they are presented below:

Figure 3.1

The Procedure of Classroom Action Research, adopted from Kemmis and McTaggart in Hopkins (1993:48)

1. Planning

The first step in classroom action research is planning. In this section, the researcher prepares everything that is needed in the research. The activities are described as follows:
1. Making the schedule of the research.

2. Preparing the material and lesson plan.

3. Designing procedure for doing the action.

4. Preparing list of the students’ name and scoring.

5. Making an observation sheet.

6. Making the instrument such as evaluation questions.

2. Action

   The teacher’s activities that include in this section are presented below:

   a. Opening

      1) Implementing the learning activities based on the lesson plan.

      2) Starting the learning process with greeting and praying.

      3) Checking the students list.

      4) Explaining the objectives of the Research/learning activities.

      5) Informing to the students about the title of materials that will be learned.

   b. Main activities

      1) Introducing to the students about QAR Strategy that there are four types of questions they will be encounter. Define each type of question and give an example.

      2) Asking the students to read a short passage silently.

      3) Modeling how teacher decides which type of question teacher has been asked to answer.
4) Showing students how to find information to answer the question (i.e., in the text, from your own experiences, etc.).

5) Inviting students to read another passage on their own, using a partner to determine the type of question and how to find the answer.

6) Asking students to work by in pairs

7) Discussing together about their actions to the questions and how they figured out their answers.

c. Closing

1) Giving chances to the students to ask about the materials that they already learned.

2) Giving students a formative test.

3) Asking students to learn about the next materials.

4) Closing the learning activities.

3. Observation

According to Sekaran (2003:29), observation is the first stage, in which one senses that certain changes are occurring, or that some new behaviors, attitudes, and feelings are surfacing in one environment. It is one of instrument to collect the data. In this Research, the researcher is as the observer. She observes the teacher and students’ activities in teaching learning activity by using observation sheet. Besides using observation sheet, observer also takes pictures as documentation.
Some aspects that are being observed along the learning process presented as follows:

a. Observation sheet for students

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects that are being observed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
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<tr>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>1.</td>
<td>Observing the learning material</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Expressing their active reading (i.e., highlighting the important part in text or taking note)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Expressing their active listening (i.e., showing the response)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Practicing (i.e., try to understand the material by answering the question in handout)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Expressing their creative thinking (i.e., try to answer the question in handout that has different variation with examples)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Giving opinion</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Explaining the material</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Commenting about what they learned</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Fixing their errors and completing their note along or after the learning process</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Making conclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

Description of Score:

A $= 5$ (Paying full attention and giving response actively)

B $= 4$ (Paying attention and giving response when they are asked)

C $= 3$ (Paying attention and giving response rarely)
D = 2 (Paying low attention without any response)
E = 1 (Not paying attention)

\[ NP = \frac{R}{SM} \times 100\% \]

Category:
Excellent = if it reaches 81-100%
Good = if it reaches 61-80%
Enough = if it reaches 41-60%
Bad = if it reaches 21-40%
Very bad = if it reaches < 21%

4. Reflection

In this stage, the researcher analyzes the result of the test and the result of observation from observation sheet. That is used to revise the steps in Cycle 1 in order to be better than before. The researcher also evaluates everything happen in Cycle 1; it is expected to reform next cycle.

D. Technique of Collecting Data

Techniques of collecting data that are used in this research can be seen as follows:

1. Observation

Observation is used to observe the teaching learning process using QAR strategy and students’ activities. The researcher is as observer to collect the data by using observation sheet.
2. Test

The researcher uses test as one instrument to measure the students’ ability and to know how far they can improve their reading comprehension. Brown (2004:3), states that test is a method of measuring a persons’ ability, knowledge, or performance in a given domain. Test is used before the cycle to know students’ ability before using QAR strategy. It is also used in Cycle 1 and 2 to know the score after teaching learning process.

3. Documentation

In this research, researcher needs documentation to know about teacher, students, structure of organization, profile of the school, and the location of the school. The documentary data are book, photos, history book of SMK Diponegoro Banyuputih.

E. Technique of Data Analysis

The researcher uses two techniques to analyze the data, they are:

1. Descriptive qualitative technique, it uses to know students’ participation and their abilities along the learning process in classroom. In this case, the researcher uses observation sheet in which measure the students’ abilities along the learning process in classroom. It describes the students’ improvement in reading comprehension using Question-Answer Relationship strategy.
2. Statistical technique, it uses to know the improvement of students’ reading comprehension from the score of test before the cycle, cycle 1 and cycle 2.

The formula that is used to account the score can be seen as follow:

(a) Percentage

\[ NP = \frac{R}{SM} \times 100\% \]

Description:

NP : Score in percent that is looked for.
R : The real score
SM : Maximum Score (Purwanto, 1994: 102)

(b) Mean Calculation

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

Description:

M : Mean of the students’ score
\( \sum X \) : The sum of the students’ score
N : The total number of the students

(c) Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Description:

SD : Standard Deviation
D : Different between pre-test and post-test
N : the number of observation

(d) T-test Calculation

\[ t_0 = \frac{\left( \sum d \right)}{SD} \frac{SD}{\sqrt{N-1}} \]

Description:
To : T-test for different of pre-test and post-test
SD : Standard Deviation
D : Different between pre-test and post-test
N : the number of observation
CHAPTER IV
DATA ANALYSIS

This chapter focuses on analyzing the data collected. The researcher gives the details of the findings. It displays the finding of the data collected since in the beginning until the end of the research. The findings consist of the result of the cycle 1 and 2. The cycles are treatments of the implementation of the Question-Answer Relationship Strategy in reading comprehension.

A. Research Findings

In this research, the researcher acts as the collaborator that observes the learning process and Mr. Mochlisin acts as the teacher. The researcher arranged two cycles, each cycle consist of planning, action, observation, and reflection. The further explanation can be seen as below:

1. Cycle 1
   a. Planning

   Before conducting the research, the researcher prepared the research instrument, in the following:
    1. Preparing the research schedule
    2. Preparing the material and lesson plan.
    3. Designing procedure for doing the action.
    4. Preparing list of the students’ name and scoring.
    5. Making an observation sheet (to know the situation of teaching learning process when strategy is implemented).
6. Making the instrument such as evaluation questions (to know whether students’ reading comprehension improve or not when the strategy is applied). Pre-test was given to the students before applying QAR strategy in meeting 1 and post-test is given after applying QAR strategy.

b. Implementation of the action

On Thursday, August 31st 2017, the teacher and observer (the researcher) entered the English class. The situation was crowded; some students talked to their friend, ate their snack, and the others were outside of the class. The teacher opened the lesson by greeting and praying, and checked the students’ attendance.

Before the lesson, the teacher gave 15 minutes for students to do pre-test. He asked some of students to distribute the sheets. After pre-test finished, he asked the students to submit the sheets. After that, he began the teaching learning process. He gave apperception related with the material, explained the learning objective and informed the title of learning material. The teacher introduced to the students about Question-Answer Relationship strategy and gave model how to use QAR strategy to look for explicit and implicit information, and main idea. Most of students were confused with the types of question in QAR strategy. To make students more understand about QAR strategy, he asked to the students about a short text entitled “An evening out” to stimulate the students’
curiosity, and asked whether they knew about the title. Most of the students were silent. Then, they answered that they do not know.

The teacher distributed the text, then, he divided the students into few groups that consist of 2 members and asked them to read it silently. Afterward, he guided the students applying QAR strategy into the text. He explained that there were 4 types of question in QAR strategy; right there question to look for explicit information, think and search question to look for the implicit and main idea, author and you question to make prediction, and my own question to make interpretation. Then, he reviewed the grammar in this case, he explained about past tense in use to tell about past activity.

The students were asked by the teacher to see the example in the text before, in order to make deeper comprehension about QAR strategy. Some of them understood how to use QAR strategy and some of them not. The teacher asked them to read the personal letter (from Rama to Sandra) and to answer the questions based on QAR strategy. Most of them were confused to distinguish between author and you, and think and search questions. After they finished answering the questions, they submitted their answer sheet.

The teacher and students discussed together the answers of the questions by using QAR strategy. He showed the right answers. Most of students looked so disappoint with their answers and the other
satisfied with their answers. Finally, the time was up, he closed the meeting.

c. Observation

In the first cycle, the observer observed teaching learning process by monitoring the students’ activity and attention during the action. Observation made at the time of learning activities before and after using QAR strategy and focused on the students’ reading comprehension.

From the result of this action, the researcher can see that most of the students looked confused in doing the pre-test. They had lack vocabulary and could not use QAR strategy optimally. Some of them asked the answer to their friend.

The researcher also observed the students’ activeness in asking and answering questions, and giving feedback during the teaching learning process. In this cycle, most of them were silent and some of them were sleepy, just few of them answer the teacher’s question actively. Their activeness in the class was 44%, it showed that they had“enough” activeness along the learning process, but still need to increase their activeness in the class.
Table 4.1 Observation Sheet for Students in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects that are being observed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observing the learning material</td>
<td>V</td>
</tr>
<tr>
<td>2.</td>
<td>Expressing their active reading (i.e., highlighting the important part in text or taking note)</td>
<td>V</td>
</tr>
<tr>
<td>3.</td>
<td>Expressing their active listening (i.e., showing the response)</td>
<td>V</td>
</tr>
<tr>
<td>4.</td>
<td>Practicing (i.e., try to understand the material by answering the question in handout)</td>
<td>V</td>
</tr>
<tr>
<td>5.</td>
<td>Expressing their creative thinking (i.e., try to answer the question in handout that has different variation with examples)</td>
<td>V</td>
</tr>
<tr>
<td>6.</td>
<td>Giving opinion</td>
<td>V</td>
</tr>
<tr>
<td>7.</td>
<td>Explaining the material</td>
<td>V</td>
</tr>
<tr>
<td>8.</td>
<td>Commenting about what they learned</td>
<td>V</td>
</tr>
<tr>
<td>9.</td>
<td>Fixing their errors and completing their note along or after the learning process</td>
<td>V</td>
</tr>
<tr>
<td>10.</td>
<td>Making conclusion</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>6 16</td>
</tr>
<tr>
<td></td>
<td><strong>Total score</strong></td>
<td>22</td>
</tr>
<tr>
<td></td>
<td><strong>Percentage</strong></td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td><strong>Category</strong></td>
<td>Enough</td>
</tr>
</tbody>
</table>

Description of Score:

A = 5 (Paying full attention and giving response actively)
B = 4 (Paying attention and giving response when they are asked)
C = 3 (Paying attention and giving response rarely)
D = 2 (Paying low attention without any response)
E = 1 (Not paying attention and response)
\[ NP = \frac{R}{SM} \times 100\% \]

Category:

Excellent = if it reaches 81-100%
Good = if it reaches 61-80%
Enough = if it reaches 41-60%
Bad = if it reaches 21-40%
Very bad = if it reaches < 21%

\[ NP = \frac{R}{SM} \times 100\% \]
\[ NP = \frac{22}{50} \times 100\% \]
\[ NP = 44\% \]

d. Reflection

Based on the observation of the cycle 1, the students’ reading comprehension was improved. It can be seen by the average of post-test that higher than pre-test score. However, several of the students are confused how to apply the QAR Strategy to help them answering the question. Their activeness is low because they cannot follow the rules in learning process using QAR strategy. Thus, the researcher had to reflect the weakness that happened in the teaching learning process to optimize the students’ reading comprehension. They were:
1) The teacher has to explain the QAR clearly.

2) The teacher has to increase his mobility in teaching position in order to be more active.

3) The teacher has to give more motivation to the students, so they have a lot of spirit to follow the class activities.

4) The teacher has not enough time to reviewing the material.

5) The students have to bring dictionary to help their vocabulary difficulties.

6) The students asked the answer to their students, so the teacher has to encourage them to do their task by themselves.

Table 4.2
Pre- and Post-test Scores in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>60</td>
<td>76</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>64</td>
<td>72</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>60</td>
<td>72</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>48</td>
<td>60</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>72</td>
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<td>6</td>
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<td>76</td>
<td>12</td>
<td>144</td>
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<td>R</td>
<td>S</td>
<td>T</td>
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</tr>
<tr>
<td>17</td>
<td>60</td>
<td>72</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>68</td>
<td>76</td>
<td>8</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>52</td>
<td>72</td>
<td>20</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>40</td>
<td>76</td>
<td>36</td>
<td>1,296</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>52</td>
<td>72</td>
<td>8</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>64</td>
<td>76</td>
<td>12</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>56</td>
<td>64</td>
<td>8</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>64</td>
<td>76</td>
<td>12</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1,452</td>
<td>1,768</td>
<td>318</td>
<td>5,556</td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>8.3%</td>
<td>79.16%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Mean Calculation

   - Pre-test

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

   \[ M = \frac{1.452}{24} \]

   \[ M = 60.5 \]

   - Post-test

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

   \[ M = \frac{1.768}{24} \]

   \[ M = 73.6 \]
2. Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \frac{\sqrt{5,556}}{24} - \left(\frac{318}{24}\right)^2 \]

\[ SD = \sqrt{231.5 - (13.25)^2} \]

\[ SD = \sqrt{231.5 - 175.56} \]

\[ SD = \sqrt{55.94} \]

\[ SD = 7.48 \]

3. T-test Calculation

\[ t_0 = \frac{\left(\frac{\sum D}{N}\right)}{SD} \]

\[ t_0 = \frac{318}{24} \]

\[ t_0 = \frac{13.25}{7.48} \]

\[ t_0 = \frac{13.25}{\sqrt{24-1}} \]

\[ t_0 = \frac{13.25}{4.79} \]

\[ t_0 = \frac{13.25}{1.56} \]

\[ t_0 = 8.49 \]

From the table before, it showed that the students of second grade of PS 1 of SMK Diponegoro Banyuputih in academic years
of 2017/2018 got bad score in pre-test. It can be seen from the average of their score is 60.5. From 24 students, just two of them can reach the minimum passing grade. The minimum passing grade that is used in SMK Diponegoro Banyuputih is 70.00. However, most of them can reach the minimum passing grade in post-test. There are 19 students who got score 70 and >70, but 5 of them got score < 70. It means that there are 79.16% students who reach the minimum passing grade and there are 20.8% students who cannot reach the minimum passing grade.

In cycle 1, several of the students are confused how to apply the QAR Strategy to help them answering the question. Consequently, they cannot get bad score in post test. Thus, the researcher decides to continue the research to the next cycle, because it does not reach the target of the research, which is 85% students, can reach the minimum passing grade.

2. Cycle 2

Based on the result of the cycle 1, it is better to the researcher to continue to the next cycle:

a. Planning

Before conducting the research, the researcher prepared the research instrument, in the following:

1. Preparing the material and lesson plan.
2. Designing procedure for doing the action.
3. Preparing list of the students’ name and scoring

4. Making an observation sheet (to know the situation of teaching learning process when strategy is implemented).

5. Making the instrument such as evaluation questions (to know whether students’ reading comprehension improve or not when the strategy is applied).

b. Implementation of the action

On Friday, September 8th, 2017, the teacher and observer (the researcher) entered the English class. In the action 2, the teacher revised the teaching learning process in cycle 1 in order to be better than before. The situation was not too crowded, several of students talked to their friend and some of them were still outside the class. The teacher opened the lesson by greeting and praying, and checked the students’ attendance.

Before the lesson, the teacher gave 15 minutes for students to do pre-test. He asked some of students to distribute the sheets. After pre-test finished, he asked the students to submit the sheets. After that, the teacher began the teaching learning process. He gave apperception related with the material, explained the learning objective and informed the title of learning material. The teacher reviewed the previous material. He asked them about the personal letter from Rama to Sandra, most of them forgot about it. Just several of them remember about the letter. To stimulate students’
memory, he used the question type of QAR strategy and asked them. Several students started to answer the question and some of them just silent.

The teacher asked the students what they already knew about the title “going to the zoo”. The class began to be noisy, the students answered “kebun binatang pak (the zoo sir)”. They looked more active than the previous meeting, but still there were several students just silent.

The teacher distributed the text, then, he divided the students into few groups that consist of 2 members and asked them to read it silently. Afterward, he guided the students applying QAR strategy into the text. They discussed together the questions under the text. The students looked more active and more understand about the text, knew how to use QAR strategy to answer the questions. Then, he reviewed the grammar in this case, he explained about future tense in use to tell about future plan.

The teacher asked students to read the personal letter (from Rasya to Malika) and to answer the questions based on QAR strategy. Most of them looked easier to answer the questions, but still there were several students asked the answers to their friends and confused using QAR strategy. They asked to the teacher when they were confused about the questions. After
they finished answering the questions, they submitted their answer sheet.

The teacher and students discussed together the answers of the questions by using QAR strategy. He showed the right answers and reviewed the grammar. Some of students looked so disappoint with their answers and most of them satisfied with their answers. Finally, the time was up, he closed the meeting.

c. Observation

In the second cycle, the observer observed teaching learning process by monitoring the students’ activity and attention during the action. Observation made at the time of learning activities before and after using QAR strategy and focused on the students’ reading comprehension.

From the result of this action, the researcher can see that most of the students looked more active in the class. They paid more attention to teacher’s explanation and asked when they did not understand. It was proved by percentage of their activeness in the class, it was 54%. It means that the students’ activeness in cycle 2 was higher than the cycle 1.
Table 4.3 Observation Sheet for Students in Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects that are being observed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>1.</td>
<td>Observing the learning material</td>
<td>V</td>
</tr>
<tr>
<td>2.</td>
<td>Expressing their active reading (i.e., highlighting the important part in text or taking note)</td>
<td>V</td>
</tr>
<tr>
<td>3.</td>
<td>Expressing their active listening (i.e., showing the response)</td>
<td>V</td>
</tr>
<tr>
<td>4.</td>
<td>Practicing (i.e., try to understand the material by answering the question in handout)</td>
<td>V</td>
</tr>
<tr>
<td>5.</td>
<td>Expressing their creative thinking (i.e., try to answer the question in handout that has different variation with examples.)</td>
<td>V</td>
</tr>
<tr>
<td>6.</td>
<td>Giving opinion</td>
<td>V</td>
</tr>
<tr>
<td>7.</td>
<td>Explaining the material</td>
<td>V</td>
</tr>
<tr>
<td>8.</td>
<td>Commenting about what they learned</td>
<td>V</td>
</tr>
<tr>
<td>9.</td>
<td>Fixing their errors and completing their note along or after the learning process</td>
<td>V</td>
</tr>
<tr>
<td>10.</td>
<td>Making conclusion</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>21 6</td>
</tr>
<tr>
<td></td>
<td><strong>Total score</strong></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td><strong>Percentage</strong></td>
<td>54%</td>
</tr>
<tr>
<td></td>
<td><strong>Category</strong></td>
<td>Enough</td>
</tr>
</tbody>
</table>

Description of Score:

A  = 5 (Paying full attention and giving response actively)

B  = 4 (Paying attention and giving response when they are asked)
C = 3 (Paying attention and giving response rarely)
D = 2 (Paying low attention without any response)
E = 1 (Not paying attention and response)

\[ NP = \frac{R}{SM} \times 100\% \]

Category:
Excellent = if it reaches 81-100%
Good = if it reaches 61-80%
Enough = if it reaches 41-60%
Bad = if it reaches 21-40%
Very bad = if it reaches < 21%

\[ NP = \frac{27}{50} \times 100\% \]
\[ NP = 54\% \]

d. Reflection

Based on the observation of the cycle 1 and 2, the researcher concluded that using Question-Answer Relationship strategy can improve students’ reading comprehension and their activeness in the class. It was proved by comparing the result of cycle 1 and 2.
As the result of this cycle, the researcher observed the students’ score that was gained after the scoring the students’ post-test in cycle 2. The following table is the result of students’ score in cycle 2.

Table 4.4 Pre-test and Post-test Scores in Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Post-test</th>
<th>D</th>
<th>(D^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>60</td>
<td>88</td>
<td>28</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>68</td>
<td>84</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>68</td>
<td>88</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>76</td>
<td>84</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>80</td>
<td>92</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>56</td>
<td>84</td>
<td>28</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>80</td>
<td>92</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>72</td>
<td>84</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>48</td>
<td>76</td>
<td>28</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>72</td>
<td>64</td>
<td>-8</td>
</tr>
<tr>
<td>11</td>
<td>K</td>
<td>64</td>
<td>72</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>L</td>
<td>56</td>
<td>84</td>
<td>28</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
<td>60</td>
<td>88</td>
<td>28</td>
</tr>
<tr>
<td>14</td>
<td>N</td>
<td>68</td>
<td>88</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>O</td>
<td>88</td>
<td>96</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>64</td>
<td>84</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>72</td>
<td>76</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>60</td>
<td>84</td>
<td>24</td>
</tr>
<tr>
<td>19</td>
<td>S</td>
<td>64</td>
<td>88</td>
<td>24</td>
</tr>
<tr>
<td>20</td>
<td>T</td>
<td>56</td>
<td>84</td>
<td>28</td>
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<tr>
<td>21</td>
<td>U</td>
<td>64</td>
<td>76</td>
<td>12</td>
</tr>
<tr>
<td>22</td>
<td>V</td>
<td>80</td>
<td>96</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>W</td>
<td>72</td>
<td>88</td>
<td>16</td>
</tr>
<tr>
<td>24</td>
<td>X</td>
<td>72</td>
<td>88</td>
<td>16</td>
</tr>
</tbody>
</table>

Total 1,620 2,028 408 8,928

Average 67.5 84.5 17 372

Percentage of Minimum Passing Grade 41.67% 95.8%
1. Mean Calculation

- Pre-test

\[ M = \frac{\sum X}{N} \]
\[ M = \frac{1,620}{24} \]
\[ M = 67.5 \]

- Post-test

\[ M = \frac{\sum X}{N} \]
\[ M = \frac{2,028}{24} \]
\[ M = 84.5 \]

2. Standard Deviation

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
\[ SD = \sqrt{\frac{8,928}{24} - \left( \frac{408}{24} \right)^2} \]
\[ SD = \sqrt{372 - (17)^2} \]
\[ SD = \sqrt{372 - 289} \]
\[ SD = \sqrt{83} \]
\[ SD = 9.11 \]
3. T-test Calculation

\[ t_o = \frac{\left( \frac{\Sigma D}{N} \right)}{SD} \]
\[ t_o = \frac{\left( \frac{40.8}{24} \right)}{9.11} \]
\[ t_o = \frac{17}{9.11} \]
\[ t_o = \frac{17}{4.79} \]
\[ t_o = \frac{17}{1.9} \]
\[ t_o = 8.94 \]

From the table before, it showed that the students of second grade of PS 1 of SMK Diponegoro Banyuputih in academic years of 2017/2018 improved their reading comprehension. It can be seen from the average of their score is 84.5. From 24 students, just one of them cannot reach the minimum passing grade. The minimum passing grade that is used in SMK Diponegoro Banyuputih is 70.00. In the other hand, there are 23 students who got score > 70.00. There are 95.8% students who can reach the minimum passing grade. It means that the target of the research is completed. It is more than 85% students can reach the minimum passing grade.
B. Analysis and Discussion

This classroom action research consists of 2 cycles. The encountered data proved that there are improvements in the students’ score. In the other hand, the students’ motivation rises and they could easily answer the questions without spending too much time. It can be proved by the result of the post-test in two cycles.

Table 4.5 The Mean and T-Calculation of Students’ Score

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td>60.5</td>
<td>67.5</td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>73.67</td>
<td>84.5</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>73.67</td>
<td>84.5</td>
</tr>
<tr>
<td>2.</td>
<td>t-table N=24</td>
<td>2.068</td>
<td>2.068</td>
</tr>
<tr>
<td>3.</td>
<td>t-calculation</td>
<td>8.49</td>
<td>8.94</td>
</tr>
</tbody>
</table>

Based on the table above, it can be confirmed that there are improvements between the pre-test and post-test scores. The average of pre-test 1 is 60.5 and post-test 1 is 73.67 and pre-test 2 is 67.5 and post-test 2 is 84.5. The result of t-calculation in cycle 1(8.49) and 2(8.94) are higher than t-table (2.068). It means that there are significant differences before and after using QAR strategy in students’ reading comprehension. According to the data, the classroom action research uses Question-Answer relationship strategy can improve the students’ reading comprehension.

The implementation of Question-Answer Relationship strategy can improve students’ reading comprehension. The improvement can be examined from the result of the observation sheets and the students’
comprehension by finding the main idea and making interpretation of reading assignment in the classroom. The students’ activeness improves about 10%, in cycle 1 they got 44% and 54% in cycle 2. They can easily find out the answers for each question without spending too much time. They become more active and pay more attention when the teacher explains the materials. Trained with QAR strategy helped the students to comprehend the text that they read.

Another proof that the students’ reading comprehension had improvement can be seen from the score in cycle 1 and 2. The score of students was also measured as one indicator of the improvement. The result of post in cycle 1 and 2 were greater than the pre-test score, it means that the students’ reading comprehension had been increased after using QAR strategy.

From the findings before, the researcher concludes that using Question-Answer Relationship strategy can improve students’ reading comprehension. It supports the theory of Raphael (1986:521), that QAR is useful as students’ tool in providing a basis for three comprehension strategies: locating information, determining text structures and how they convey information, and determining when an interface would be required.
CHAPTER V
CLOSURE

A. Conclusion

After conducting the research of using Question-Answer Relationship strategy to improve students’ reading comprehension, the researcher could conclude that:

1. The implementation of Question-Answer Relationship (QAR) strategy can improve the students’ reading comprehension. QAR strategy assists the students to comprehend the text. As the result, they can answer the questions in their assignment easily in which the questions are related with looking for the main idea, explicit and implicit information, and, making prediction. It is proved by the result of the post-test score from 2 cycles that there are 79.2% students in cycle 1 and 95.8% students in cycle 2 can reach the minimum passing grade.

2. The extent of using “QAR” strategy can be proved by the mean calculation and the percentage of minimum passing grade. The post-test scores are greater than the pre-test score. The mean calculation of pre-test 1 is 60.5 and the percentage of minimum passing grade is 8.3%. The cycle 1 shows that the mean calculation of post-test is 73.67 and the percentage of minimum passing grade is 79.16%. Meanwhile, the cycle 2 shows that the mean calculation of pre-test is 67.5 with the percentage of minimum passing grade is 41.67% and the mean calculation of post-test is 84.5 with the percentage of minimum passing grade is 95.8%. The
result of t-calculation in cycle 1(8.49) and 2(8.94) are higher than t-table (2.068). It means that there is significant difference mean between pre-test and post-test score. This indicates that QAR strategy can improve students’ reading comprehension of the second grade of SMK Diponegoro Banyuputih in academic year of 2017/2018.

B. Suggestion

At the end of this chapter, the researcher would like to propose some suggestions, which hopefully would be useful for all subjects.

1. For the English teacher
   a. The teachers are suggested to apply Question-Answer Relationship strategy in teaching learning process. They have to try the new strategy in order to avoid monotony in the classroom.
   b. Teachers have to be more active in the classroom.
   c. Teachers have to focus on the teaching learning activity and do not bring their own business in the classroom.
   d. The English teacher should motivate the students to interest in reading or give task that make them read.

2. For the students
   a. The students should pay more attention when the teacher gives explanation about the learning material.
   b. The students should be more discipline entering the class.
   c. The students should study and read the material before they enter the class.
d. They should be brave to ask to the teacher when they do not understand about the materials.

3. To the other researchers

Based on the findings of the research, the writer would like to suggest the other researchers; the result of the study can be used as additional reference to further research with the different sample and skill.
BIBLIOGRAPHY


CLACS_ColonialCities_Activity3_Rubric.pdf available on http://clarkscornerstone.pbworks.com/w/file/112586143/CLACS_ColonialCities_Activity3_Rubric.pdf


APPENDICES
LESSON PLAN CYCLE 1

School : SMK Diponegoro Banyuputih
Class/Semester : XI PS/1
Subject : English
Skill : Reading
Meeting : 1
Time allocation : 2x45 minutes

1. COMPETENCE STANDARD

Communicating in English at Elementary Level

2. BASIC COMPETENCE

2.4 Describing past activities and future plans

3. INDICATORS

- Expressions of the past activities
- Expression of personal letter

4. OBJECTIVES

- The students are able to tell past activities
- The students are able to make personal letter

5. LEARNING ACTIVITIES

Meeting 1

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description of activities</th>
<th>Time allocation</th>
</tr>
</thead>
</table>
| Opening    | - Starting the learning process with greeting and praying.  
             - Checking the students list.  
             - Giving apperception related with the material. | 10 minutes     |
• Explaining the objectives of the learning activities.
• Informing to the students about the title of materials that will be learned.

<table>
<thead>
<tr>
<th>Main activities</th>
<th>1. Pre-reading activity</th>
<th>70 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Introducing students about Question-answer Relationships (QAR) Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Giving students model how to use QAR for explicit information, implicit information, and main idea.(read a short passage aloud to the students).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asking students about a short text entitled “An evening out” (What you already know from the title?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. During reading activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Distributing the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dividing students into some groups, each group consist with 2 members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asking students to read the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guiding the students applying QAR into the text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Grammar review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asking the students to read a personal letter (from Rama to Sandra)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asking the students to answer the questions based on each types of QAR Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Post-reading activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discussing together about the answers of the questions by using QAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Showing the right answers to the students</td>
<td></td>
</tr>
</tbody>
</table>

| Closing          | • Giving chances to the students to ask about the materials that they already learned. | 10 minutes |
|                 | • Asking the students to learn about the next materials. |            |
|                 | • Motivating the students to learn harder. |            |
|                 | • Closing the learning activities. |            |
6. **LEARNING MATERIAL**

a. Telling about past activities.
   - I saw the crowds were helping the accident victim.
   - We had locked the room when she came.
   - A text entitled “An evening out”

b. Sample of personal letter (telling about past activities)

   **Letter 1**

   c. Grammar review: Relevant tenses

   1. Simple past tense
      - (+) Subject + Verb2 + Object + Modifier
      - (-) Subject + auxiliary verb(did) + not + Verb1 + Object + Modifier
      - (?) Auxiliary verb(did) + Subject + Verb1 + Object + Modifier?

      Example:
      - (+) I went to the cinema last night.
      - (-) She did not go to school yesterday.
      - (?) did you do your homework?

7. **STRATEGY AND METHOD**

   Strategy : QAR
   Method : communicative English learning, group discussion

8. **MEDIA**

   White board, board marker, student worksheet
9. SOURCE

Get along with English,


10. ASSESSMENT

Written test

11. INSTRUMENT

Meeting 1

A

1. We usually go to cinema on Sunday. We … to cinema last Sunday, too.

2. Tom always has a shower in the morning. Tom … a shower this morning, too.

3. I eat an orange every day. Yesterday I … two oranges.

4. Charlie is happy every time he meets Jessica. Yesterday, he met Jessica so he … so happy.

5. Bill often buys ice cream. He … one last Saturday.

B

Answer the question below:

1. What does the text talk about?

2. When did Rama decide to have a trip in Sikkim?

3. The writer has visited some places in Sikkim. Mention those places!

4. What will the writer plan for next time?
5. In your opinion, how would you enjoy your trip if you got 10 days trip in Sikkim?

**Answers**

**A**

1. Went
2. Had
3. Ate
4. Was
5. Bought

**B**

1. *(Author and me)*/it talks about Rama’s letter to Sandra that it talks about his trip to Sikkim.
2. *(right there)*/2 days before the departure.
3. *(think and search)*/Haldiram’s restaurant at Kolkata, The monasteries and the gardens at Darjeeling, and Gangtok.
4. *(right there)*/He will plan 10 days trip.
5. *(in my own)*/I would go to every interesting place in Sikkim. (optional)
12. Reading Comprehension Question Rubric

<table>
<thead>
<tr>
<th>Skills</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explicit information</strong></td>
<td>Answers mostly include supporting evidence from the text.</td>
<td>Answers usually include supporting evidence from the text.</td>
<td>Answers include occasional supporting evidence from the text.</td>
<td>Answers do not include any supporting evidence from the text.</td>
</tr>
<tr>
<td><strong>Implicit information</strong></td>
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<td>Answers are not related with the text.</td>
</tr>
<tr>
<td><strong>Main idea</strong></td>
<td>Identification of main idea with extensive use of supporting details.</td>
<td>Identification of main idea with considerable use of supporting details.</td>
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<td>Partial identification of main idea with limited supporting details.</td>
</tr>
<tr>
<td><strong>Making prediction</strong></td>
<td>Students make valid predictions based on information from text and pre-existing knowledge.</td>
<td>Students make predictions, though some are based on themed understanding</td>
<td>Students make only “guesses”-not based on any understanding of information or knowledge.</td>
<td>Students are not able to make any prediction.</td>
</tr>
<tr>
<td><strong>Interpretation</strong></td>
<td>Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.</td>
<td>Answers are often correct and demonstrate good comprehensio n. Opinions are adequately justified.</td>
<td>Answers are occasionally correct and demonstrate an incomplete comprehensio n of the topic. Opinions are sometimes justified.</td>
<td>Answers do not reflect accurate comprehensio n of topic. Opinions are unjustified.</td>
</tr>
</tbody>
</table>

Score: total score x 4 = 100
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<th>No</th>
<th>Skills</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>1.</td>
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<td>To find explicit information in the text by using Right there Question</td>
</tr>
<tr>
<td>2.</td>
<td>Implicit information</td>
<td>To recognize implicit information in the text by</td>
</tr>
<tr>
<td>3.</td>
<td>Main idea</td>
<td>To recognize main idea in a paragraph by using Think and search question</td>
</tr>
<tr>
<td>4.</td>
<td>Making prediction</td>
<td>To make prediction in a text by using Author and you question</td>
</tr>
<tr>
<td>5.</td>
<td>Interpretation</td>
<td>To interpret the contain of the text using in my own</td>
</tr>
</tbody>
</table>
Appendix 1
Learning materials
Meeting 1

An evening out

Last night I went to Nathan Phillips Square at City Hall in Toronto. It was a beautiful summer evening. It was warm and sunny. Lots of people were there because of the Pan Am games celebrations. I stood and watched the crowd.

Many people were sitting by the water. Some people were talking with friends or family. Lots of people were taking pictures. A band was playing music on the stage. People were standing by the stage. They were listening to the music. Others were watching the performance on large video screens.

Source: www.readingesl.ca/grammar/past.htm

Questions:

<table>
<thead>
<tr>
<th>In the book</th>
<th>In my head</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Right there</strong></td>
<td><strong>Author and you</strong></td>
</tr>
<tr>
<td>1. Why do lots of people come to Nathan Phillips Square?</td>
<td>2. What is the purpose of the writer?</td>
</tr>
<tr>
<td>• It's because of the Pan Am games celebrations.</td>
<td>• Informing about her experience visiting Nathan Phillips Square and its conditions.</td>
</tr>
<tr>
<td><strong>Think and Search</strong></td>
<td><strong>In my own</strong></td>
</tr>
<tr>
<td>3. What are the activities that people do in Nathan Phillips Square?</td>
<td>4. What will you do if you come to Nathan Phillips Square?</td>
</tr>
<tr>
<td>• They were sitting by the water, talking with their friend or family, taking pictures, listening to the music of the band, and watching the performance on the large video screens.</td>
<td>• I will go around it and take pictures. (optional)</td>
</tr>
</tbody>
</table>
Appendix 2 (Students worksheet)

A
1. We usually go to cinema on Sunday. We … to cinema last Sunday, too.

2. Tom always has a shower in the morning. Tom … a shower this morning, too.

3. I eat an orange every day. Yesterday I … two oranges.

4. Charlie is happy every time he meets Jessica. Yesterday, he met Jessica so he … so happy.

5. Bill often buys ice cream. He … one last Saturday.

B
Letter 1
Dear Sandra,

I know you might be surprised to know that I have been for a trip to northeast (Sikkim) and I am still enjoying this lovely and adventurous trip. The plan for Sikkim was so instant and spontaneous that we decided it 2 days before the departure. We spent 1 night at Kolkata where we had a ride in the metro trains. There is a huge Haldiram’s restaurant at Kolkata. There we enjoyed having lots of delicious food. You know that when it comes to eating I forget everything except eating.

Darjeeling was the place I ever wished to visit. The monasteries, the gardens, the sight-seeing were awesome. And yes, the people there are very polite and down-to-earth. At present I am at Gangtok, the capital city of Sikkim. I have never seen such a clean and well-disciplined city anywhere in India. It is a truly a mystical wonderland nestling in the heart of Himalayas. I am enjoying to my fullest.

I wished you were here. I know that you couldn’t get a leave from your office. Otherwise we would have enjoyed a lot. Anyways no issues,
we all will plan next time for a 10 days trip and this time it will be LehLadakh.

Covey my regards to uncle and aunt

Yours lovingly

Rama

Answer the question below:

1. What does the text talk about?
2. When did Rama decide to have a trip in Sikkim?
3. The writer has visited some places in Sikkim. Mention those places!
4. What will the writer plan for next time?
5. In your opinion, how would you enjoy your trip if you got 10 days trip in Sikkim?
13. COMPETENCE STANDARD

Communicating in English at Elementary Level

14. BASIC COMPETENCE

2.4 Describing past activities and future plans

15. INDICATORS

- Expressions of future plans
- Expression of personal letter

16. OBJECTIVES

- The students are able to tell future plans
- The students are able to make personal letter

17. LEARNING ACTIVITIES

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description of activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>• Doing the learning activities based on the lesson plan.</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• Starting the learning process with greeting and praying.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Checking the students list.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Giving apperception related with the material.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explaining the objectives of the study/learning activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Informing to the students about the title of materials that will be learned.</td>
<td></td>
</tr>
<tr>
<td>Main activities</td>
<td>4. Pre-reading activity</td>
<td>70 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
|   | • Asking students about the previous material that they already learned in previous meeting  
   | • Asking students about a short text entitled “Going to the Zoo” (What you already know from the title?) |
|   | 5. **During reading activity**  
   | • Distributing the text  
   | • Dividing students into some groups, each group consist with 2 members  
   | • Asking students to read the text  
   | • Guiding the students applying QAR into the text  
   | • Asking the students to read a personal letter (from Rasya to Malika)  
   | • Asking the students to answer the questions based on each types of QAR Strategy |
|   | 6. **Post-reading activity**  
   | • Discussing together about the answers of the questions by using QAR  
   | • Showing the right answers to the students |
| Closing | • Giving chances to the students to ask about the materials that they already learned.  
   | • Asking the students to learn about the next materials.  
   | • Motivating the students to learn harder.  
   | • Closing the learning activities.  
   | 10 minutes |
18. LEARNING MATERIAL

d. Telling about future plans.
   - The meeting will be over at two PM.
   - When you arrive at the office, I will be conducting a meeting.
   - A text entitled “Going to the Zoo”
e. Sample of personal letter (telling about future events)
   **Letter 2**
f. Grammar review: Relevant tenses
   2. Simple future tense
   
   **Pattern 1**
   \[
   \text{Subject+shall/will+Verb1+(object)+adverb of future time}
   \]
   Example: Hayra will bake a cake tonight

   **Pattern 2**
   \[
   \text{Subject+to be+going to+(object)+adverb of future time}
   \]
   Example: I am going to buy a car next week.

19. STRATEGY AND METHOD

   Strategy : QAR
   Method : communicative/extracurricular lecture, group discussion

20. MEDIA

   White board, board marker, student worksheet

21. SOURCE

   Get along with English,

22. ASSESSMENT

   Written test

23. INSTRUMENT

   A. Fill the blank space with the correct answer for each number.
   1. I … (will/going to) come to your house and buy a flower for you.
2. She … (will/going to) be succeed because she works hard.

3. They … (will/going to) make a birthday cake for Salsa.

4. We … (will/going to) solve the problem together.

5. Mirna and her family… (will/going to) go to Japan next holiday.

B. **Answer the question below:**

1. What does the text talk about? **(Author and me)**
2. When will the writer go to Bali and Lombok? **(right there)**
3. The writer will visit some places in Bali and Lombok. Mention those places! **(think and search)**
4. What will the writer write for next letter? **(think and search)**
5. Have you ever come to Bali and Lombok? what will you do if you come to Bali and Lombok? **(in my own)**

**Answers**

**A**

1. Will

2. Is going to

3. Will

4. Will

5. Are going to

**B**

1. It talks about Rasya’s letter to Malika those talks about his planning trip to Bali and Lombok with his sister.

2. He will go to Bali and Lombok at the beginning of April.

3. He will go to Uluwatu, Bedugul, Kuta, Nusa Penida, Senggigi Beach, and Gili Island.

4. He will write a letter to Malika again and let her know the exact dates of our arrival in Bali.

5. Yes, I have. I will see sunrise and sunset in every beach in Bali and Lombok (optional, as long as it related with the letter)
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</table>
Appendix
Learning materials

Going to the Zoo

Hi! My name is Hannah and I am nine years old. I am so excited! I am excited because tomorrow my daddy’s going to take me to the zoo. I love the zoo!
We are going to see snakes! The last time I went to the zoo I saw the cutest tiny green snake. I want to see more snakes! We are going to see the tigers. I am going to roar at the tigers! Can you roar like a tiger too?
I am going to hop like a kangaroo when I see the kangaroos! When I see the penguins I am going to waddle like them. They look so funny when they walk!
I am going to sing like the birds and I am going to flap my arms and fly with them too! I am going to be a beautiful blue bird with a bright yellow beak! My song will be the most beautiful song ever!
We are going to find the giraffes too. They have very long necks. I am going to pretend that my neck is very long just like giraffe! I don’t like eating leaves like giraffes do. No, leaves taste awful! I am only going to pretend to eat them.
My daddy’s going to let me buy something from the gift shop. I don’t know what I am going to want but I can’t wait to see what there is! We are going to have fun! I am so excited!

Source: www.readigesl.ca/grammar/future.htm

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<tbody>
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<td>Author and you</td>
</tr>
<tr>
<td>1. Where is she going to go?</td>
<td>2. How do you know that the writer is happy come to the zoo with her daddy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Think and Search</th>
<th>In my own</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. What does the passage mainly discuss?</td>
<td>4. Have you ever come to the zoo? What do you feel if you come to the zoo?</td>
</tr>
</tbody>
</table>
Appendix 2 (Students’ Worksheet)

A. Fill the blank space with the correct answer for each number.

1. I … (will/going to) come to your house and buy a flower for you.

2. She … (will/going to) be succeed because she works hard.

3. They … (will/going to) make a birthday cake for Salsa.

4. We … (will/going to) solve the problem together.

5. Mirna and her family… (will/going to) go to Japan next holiday.

B. Answer the questions based on the text below.

Letter 2

Dear Malika,

I thought that I would write to you to let you know that my sister and I are planning a trip to Bali and Lombok this April. I told you when you left Bandung that we were going to visit Bali soon. Well, we are going to fly to Bali at the beginning of April and, first of all, we are going to visit Uluwatu. I know Uluwatu is a great place to visit and I think I am going to like it. By the way, do you know where I could rent a car? I want to enjoy my trip without any transportation problems.

From Uluwatu, we are going to Bedugul. I think it’s a place with a great view of a mountain and a lake. It’s also a nice place to take a rest and enjoy the view without doing anything. I wonder if it’s going to be like what I’ve imagined it.

From Bedugul we are going to Kuta. Based on the information I have, Kuta is one of the best places to watch a sunset. Therefore, my sister and I want to enjoy the experience. I think it will be great to see one of the most beautiful sunsets in the world.

Our next destination is Nusa Penida. Some friends of mine told me that Nusa Penida has great underwater scenery. That’s why; I want to go snorkeling there to enjoy the experience of seeing underwater life. Nusa Penida will be our last destination in Bali and then we will continue our
trip to Lombok. I think we will go to Lombok by ferry because it’s not too far from Bali, is it?

Our first destination in Lombok is Senggigi beach. I already know that Senggigi is a nice sandy beach. Maybe we will try to surfing there. Okay, I know I’ve never tried surfing before. But I think I will join the training first before I do it.

After Senggigi, we will continue to Gili Island. Do you know that I’ve dreamt about going to Gili Trawangan, Gili Air, and Gili Meno? From the information I have, the three islands are must visit places for divers. They provide beautiful underwater scenery. And I want to know how beautiful they are. I hope they are like what people say. I can’t wait to go there.

Well, Malika, this is not going to be a long letter and I am going to close now. I will write to you again and let you know the exact dates of our arrival in Bali.
Your friend

Rasya

Rasya

Answer the question below:

1. What does the text talk about?(Author and me)
2. When will the writer go to Bali and Lombok?(right there)
3. The writer will visit some places in Bali and Lombok. Mention those places!(think and share)
4. What will the writer write for next letter?(think and share)
5. Have you ever come to Bali and Lombok? what will you do if you come to Bali and Lombok?(in my own)
Observation sheet for students in cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects that are being observed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A  B  C  D  E</td>
</tr>
<tr>
<td>1.</td>
<td>Observing the learning material</td>
<td>V</td>
</tr>
<tr>
<td>2.</td>
<td>Expressing their active reading (i.e., highlighting the important part in text or taking note)</td>
<td>V</td>
</tr>
<tr>
<td>3.</td>
<td>Expressing their active listening (i.e., showing the response)</td>
<td>V</td>
</tr>
<tr>
<td>4.</td>
<td>Practicing (i.e., try to understand the material by answering the question in handout)</td>
<td>V</td>
</tr>
<tr>
<td>5.</td>
<td>Expressing their creative thinking (i.e., try to answer the question in handout that has different variation with examples.</td>
<td>V</td>
</tr>
<tr>
<td>6.</td>
<td>Giving opinion</td>
<td>V</td>
</tr>
<tr>
<td>7.</td>
<td>Explaining the material</td>
<td>V</td>
</tr>
<tr>
<td>8.</td>
<td>Commenting about what they learned</td>
<td>V</td>
</tr>
<tr>
<td>9.</td>
<td>Fixing their errors and completing their note along or after the learning process</td>
<td>V</td>
</tr>
<tr>
<td>10.</td>
<td>Making conclusion</td>
<td>V</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>6  16</td>
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<tr>
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<td>44%</td>
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<tr>
<td><strong>Category</strong></td>
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<td>Enough</td>
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</tbody>
</table>

Description of Score:

A = 5 (Paying full attention and giving response actively)
B = 4 (Paying attention and giving response when they are asked)
C = 3 (Paying attention and giving response rarely)
D = 2 (Paying low attention without any response)
E = 1 (Not paying attention)

\[ NP = \frac{R}{SM} \times 100\% \]

Category:

Excellent = if it reaches 81-100%

Good = if it reaches 61-80%

Enough = if it reaches 41-60%

Bad = if it reaches 21-40%

Very bad = if it reaches < 21%
## Observation sheet for students in cycle 2

<table>
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<th>No</th>
<th>Aspects that are being observed</th>
<th>Score</th>
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<tr>
<td>1.</td>
<td>Observing the learning material</td>
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<td></td>
<td><strong>Total</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total score</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Percentage</strong></td>
<td>54%</td>
</tr>
<tr>
<td></td>
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<td>Enough</td>
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### Description of Score:

- **A** = 5 (Paying full attention and giving response actively)
- **B** = 4 (Paying attention and giving response when they are asked)
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Category:

Excellent = if it reaches 81-100%

Good = if it reaches 61-80%

Enough = if it reaches 41-60%

Bad = if it reaches 21-40%

Very bad = if it reaches < 21%
1. General information of SMK Diponegoro Banyuputih

SMK Diponegoro is addressed at Jl. Lapangan, No. 9A, Banyuputih, Batang. It was inaugurated on June 25, 2008 by a member of Commission B of Batang Regency House of representative in charge of education in Batang regency. The total number of students of SMK Diponegoro Banyuputih in academic year of 2017/2018 is 607. They consist of 382 male students and 225 female students. The detail of this school described as follows:

Name of School : SMK Diponegoro Banyuputih
Address : Jl. Lapangan, no. 9A, Banyuputih, Batang, Central Java, 51271
Accreditation : B
Phone Number : (0285)4469501
Email : Smk_diponegoro_byp@yahoo.com
Website : www.smk-diponegoro-banyuputih.sch.id
School Status : Private
Established : 2008
Head Master : Badrudin S. T.
Committee : Ali Fatkhur M. Sy.

2. Vision and Mission

a. Vision

The vision of SMK Diponegoro Banyuputih is “Realization of Superior, Religious, and Popular Vocational high school”.
b. Mission

The missions of SMK Diponegoro Banyuputih can be seen as follows:

1. Increasing the implementation of participative management.
2. Growing up the leading spirit in the field of religion, culture, saint, technology, and skill.
3. Increasing stakeholder discipline and responsibility.
4. Increasing the prosperity of Human Resources (HR) as well.
5. Fostering, establishing, and developing cooperation with the environment.
6. Optimizing the appreciation of religious values.
3. Situation of SMK Diponegoro Banyuputih

The distribution of the class of SMK Diponegoro Banyuputih can be seen in the table below:

Table the List of Class distribution of SMK Diponegoro Banyuputih in the Academic Year of 2017/2018

<table>
<thead>
<tr>
<th>Program Study</th>
<th>Students</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>XI</td>
<td>XII</td>
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<td>Total</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>TKJ</td>
<td>45</td>
<td>38</td>
<td>53</td>
<td>21</td>
<td>47</td>
</tr>
<tr>
<td>PS</td>
<td>2</td>
<td>43</td>
<td>4</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>TKR</td>
<td>79</td>
<td>2</td>
<td>82</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>Sum</td>
<td>126</td>
<td>83</td>
<td>139</td>
<td>67</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description:

TKJ : Teknik Komputer Jaringan

PS : Perbankan Syariah

TKR : Teknik Kendaraan Ringan
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aeifa Nur Habibah</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Anatasya Fanabila</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Bagus Ahmad Redi</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Elvina Dian Fahira</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Erike Sekaniawati</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Evi Dwiyati</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Febti Wulandari</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Hanikha Muftiafi</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Ikmah WidiYanti</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Khusnul Khotimah</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Lailia Nur Affifah</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Miftahul Huda</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>Miftakhul Safitri</td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>Murniyati</td>
<td>✓</td>
</tr>
<tr>
<td>15.</td>
<td>Niken Purwanti</td>
<td>✓</td>
</tr>
<tr>
<td>16.</td>
<td>Puji Lestari</td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>Rikha Wiji Rahayu</td>
<td>✓</td>
</tr>
<tr>
<td>18.</td>
<td>Rina Febriyanti</td>
<td>✓</td>
</tr>
<tr>
<td>19.</td>
<td>Salsabila Ramadhina Putri</td>
<td>✓</td>
</tr>
<tr>
<td>20.</td>
<td>Septia Fidiyanti</td>
<td>✓</td>
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<tr>
<td>21.</td>
<td>Sintia Aryani</td>
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<tr>
<td>22.</td>
<td>Siti Mukaromah</td>
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<tr>
<td>23.</td>
<td>Sofiyanti</td>
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</tr>
<tr>
<td>24.</td>
<td>Zulfa Khoirinnisa</td>
<td>✓</td>
</tr>
</tbody>
</table>
Teaching and Learning Process
Pre-test and Post-test Cycle 1
Answer the following questions based on the text.

MAIL

Your friend

Know the exact days of our comprehension

know the exact days of our comprehension
Dear Shopper,

I am writing to request information about the availability of the product you mentioned in your recent email. I am interested in purchasing the item you described and would like to discuss the terms of the sale.

Please provide me with the following information:

1. The current price of the product.
2. The estimated delivery time.
3. Any available payment options.
4. Any potential discounts or promotions.

I appreciate your prompt response and look forward to hearing from you.

Best regards,

[Your Name]
If you go to Dubai trip in Doha, I will go around and love Firefox.

5. In your opinion, how would you enjoy your trip. Her think is I think.

4. What will be the other plan for next time. The answer: I think.

2. When did Kingdom decide to have a trip in Doha? 3 days before the departure.

9. Mention those places of interest, fascinating, or anything and humanoids.
Pre-test and Post-test Cycle 2
I am ready for an interview at your convenience.

If you need any more information, please let me know. I am available to discuss further.

I have excellent organizational skills and can manage multiple tasks efficiently. I have worked in various roles where I was responsible for managing projects and coordinating with different teams. I have also been responsible for the maintenance and repair of computer systems.

I am fluent in both written and spoken English and have a good understanding of computer systems and software. I have experience in using various software programs and have received training in computer programming.

I am very interested in working for your company and would like to apply for the position of assistant. I believe my skills and experience make me a suitable candidate for the role.

I look forward to hearing from you soon.

Sincerely,

[Signature]
Dear Mother (Dear Mom),

I thought that I would write to you to let you know that my sister and I are planning a trip.

Our next destination is New York. From there, we will go to Long Island. If you wish, you can join us on Long Island. I think we will enjoy the experience of seeing undersea life. Also, we will live in a hotel and explore New York.

Truly,

[Signature]

P.S. We're not going to fly to New York. Instead, we will travel by train.
When the writer goes to Bali and Lombok (right)

The writer is planning a trip to both and looks forward to it.

1. What does the text talk about (answer and me)?

Answer: The text talks about a trip to Bali and Lombok, and the writer's plans.

2. When will the writer go to Bali and Lombok (right)

The writer has no plans to go to Bali and Lombok yet.

Your friend

Arrived in Bali

You again, and let you know the exact details of our

We'll, Malabika. This is not going to be a long

Letter and I am going to close now. I will write in

A great time and no doubt, you make the most
doing your trip and making your trip more

We are all going to visit the islands, and I want you to

Now if you come to Bali and Lombok (in my own)

Have you ever been in Bali and Lombok? Where

(travel)

What will the writer write for next letter (think and

Lombok mentioned those places (thinking again) and

Our first destination in Lombok is
SURTAT KETERANGAN
Nomor : K.057/X.09/2017

Yang bertanda tangan di bawah ini :

- Nama : Badrudin, ST
- NIP : -
- Jabatan : Kepala Sekolah
- Unit Kerja : SMK Diponegoro Banyuputih

dengan ini menerangkan bahwa :

- Nama : SITI MUNAWAROH
- Tempat/Tanggal Lahir : Batang, 28 Agustus 1995
- Alamat : IAIN Salatiga
- NIM : 113-13-025
- Jurusan : Tadris Bahasa Inggris


Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Banyuputih, 8 September 2017
Kepala Sekolah,

[Signature]
Badrudin, ST
NIP. -
Kepada

Yth. Maslihatul Umami, M.A
Di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : SITI MUNAWAROH
NIM : 113-12-025
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRISS BAHASA INGGRIS
Judul Skripsi :

THE EFFECT OF LEARNING CELL COLLABORATIVE LEARNING ON STUDENTS’ READING COMPREHENSION (IN EXPERIMENTAL) STUDY ON THE FIRST GRADE OF SMK DIPONEGORO BANYUPUTIH

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 12 Januari 2016

[Signature]

M.Fauq, S.Ag., M.Phil.

[NIP : 3966010711996031004]

Tembusan : 1. Dosen Pembimbing
Namn: B-1515/Kp.21/D1/PN.03.00/07/2017
Lamp.:
Hal: Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMK Diponegoro Banyuputih, Batang
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: SITI MUNAWAROH
NIM: 113-13-025
Mahasiswa: Institut Agama Islam Negeri ( IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi: THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION (A ACTION RESEARCH IN THE SECOND GRADE OF SMK DIPONEGORO BANYUPUTIH)

Dengan Pembimbing: Maslihatul Umami, M.A

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Tbu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 20 Juli 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Tbu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 18 Juli 2017
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

Suardi, M.Pd.
NTP. 19670121 199903 1002

Tembusan: 1. Mahasiswa yang bersangkutan
<table>
<thead>
<tr>
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<th>Pelaksanaan</th>
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<td>1.</td>
<td>OPAK STAIN SALATIGA 2013 “Rekonstruksi Paradigma Mahasiswa yang Cerdas, Peka, dan Peduli”</td>
<td>26-27 Agustus 2013</td>
<td>Peserta</td>
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<td>29 Agustus 2013</td>
<td>Peserta</td>
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<td>“Library User Education (Pendidikan Pemakai Perpustakaan)” oleh UPT PERPUSTAKAAN STAIN SALATIGA.</td>
<td>16 September 2013</td>
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<td>Training Pembuatan Makalah tahun 2013 oleh LDK Darul Amal STAIN Salatiga</td>
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<td>Peserta</td>
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<td>Training Motivasi dan “Lomba Rangking 1” tahun 2013 oleh LDK Darul Amal STAIN Salatiga</td>
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<td>9.</td>
<td>“Longman TOEFL Preparation Course at STAIN Salatiga Islamic Boarding House “oleh Ma’had STAIN Salatiga</td>
<td>27 Januari-14 Februari 2014</td>
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<td>No.</td>
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<td>Date</td>
<td>Organiser</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>----------------------</td>
<td></td>
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<tr>
<td>11</td>
<td>Akhirussanah Ma’had STAIN Salatiga Periode 2013/2014 dengan tema: “Intelektualitas dan Akhlaqul Karimah Mahasiswa” oleh Ma’had STAIN Salatiga</td>
<td>21 Juni 2014</td>
<td>Panitia 3</td>
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<td>12</td>
<td>Program Ma’had Mahasiswa selama 1 tahun oleh Ma’had STAIN Salatiga</td>
<td>23 Juni 2014</td>
<td>Peserta 2</td>
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<td>27 September 2014</td>
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<td>15</td>
<td>Seminar Nasional bertema :“Optimalisasi Sumber Daya Insani Terhadap Lembaga Keuangan Syariah” tahun 2014 oleh SEIMAN STAIN Salatiga</td>
<td>14 Oktober 2014</td>
<td>Peserta 8</td>
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<td>16</td>
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<td>16 September 2015</td>
<td>Peserta 2</td>
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<td>17</td>
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<td>27 November 2015</td>
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<tr>
<td>18</td>
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<td>29 November 2015</td>
<td>Peserta 8</td>
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<tr>
<td>19</td>
<td>Seminar Nasional bertema: “Esensi Dakwah Kontemporer” tahun 2016 oleh LDK FathirAr-Rasyid IAIN SALATIKA</td>
<td>21 Mei 2016</td>
<td>Peserta 8</td>
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<tr>
<td>20</td>
<td>Seminar Nasional “The Use of English as a Medium of Islamic Preaching” Oleh Communicative English Club (CEC) IAIN SALATIKA</td>
<td>28 Mei 2016</td>
<td>Peserta 8</td>
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<tr>
<td>21</td>
<td>WORKSHOP “A 2-hour Teacher Training Workshop focusing on Ice Breaking to teach Language Skills” oleh IALF Bali</td>
<td>27 Juli 2016</td>
<td>Peserta 2</td>
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<tr>
<td>22</td>
<td>Seminar Nasional bertema:”TAX AMNESTI, Faktor-Faktor yang</td>
<td>12 Oktober 2020</td>
<td>Peserta 8</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Event Description</td>
<td>Date</td>
<td>Participants</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Seminar Nasional bertema: “Sejarah dan Revitalisasi Identitas Bangsa” oleh HMJ SKI IAIN Salatiga</td>
<td>8 November 2016</td>
<td>8</td>
<td></td>
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<tr>
<td>24</td>
<td>Seminar Internasional bertema: “Be Global Citizen through Non Formal Learning in International Voluntary Service: Another Way to Go abroad” oleh GREAT dan International Class Program IAIN Salatiga</td>
<td>4 April 2017</td>
<td>8</td>
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<tr>
<td>25</td>
<td>PENGHARGAAN dalam Seminar Internasional “Menjadi Mobilepreneur Dalam Era E-commerce oleh Tapp Indonesia</td>
<td>25 April 2017</td>
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</tr>
<tr>
<td>26</td>
<td>Seminar Internasional bertema: “Menjadi Mobilepreneur Dalam Era E-commerce” oleh Tapp Indonesia dan KridaTaruna” BumiPersada”.</td>
<td>25 April 2017</td>
<td>8</td>
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</tr>
<tr>
<td></td>
<td>Jumlah</td>
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</tbody>
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Salatiga, 10 Agustus 2017
Mengetahui,
Wakil Dekan Bidang
Kemahasiswaan dan Kerjasama

[Signature]

Maimun, M. Ag.
# Lembar Konsultasi Skripsi

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<td>18/6/17</td>
<td>Pengajuan BAB 2</td>
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<td>Rpp</td>
<td>- previous research</td>
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<td>20/9/17</td>
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<td>- revisi grammar</td>
<td>24</td>
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<td>12/10/17</td>
<td>Revisi BAB 5</td>
<td>- revisi grammar + referensi</td>
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<td>23/9/17</td>
<td>Bagian awal dan Lampiran</td>
<td>- Langjut penulisan</td>
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<tr>
<td>12</td>
<td>3/10/17</td>
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<td>- revisi grammer (konrad)</td>
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<td>13</td>
<td>7/10/17</td>
<td>Bab gan (1)</td>
<td>- penulisan bibliografi</td>
<td>24</td>
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<tr>
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<td>10/10/17</td>
<td>Revisi Bab 1 v 1 + alus</td>
<td>- penulisan problem statement</td>
<td>24</td>
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**Catatan:**
- Atas
- IAP KONSULTASI LEMBAR INI HARUS DIBAWA

**Dosen Pembimbing:**
[Signature] Mahfudzul Liesani, M.A.
CURRICULUM VITAE

Name: Siti Munawaroh
Place of Birth: Batang
Date of Birth: 28 Agustus 1995
Sex: Female
Religion: Islam
Address: Surodadi 08/03 Gringsing, Batang
Email/Phone Number: Munawaaroh48@gmail.com/085642866695
Education:
- 2001-2007: MI Surodadi
- 2007-2010: Mts Nurul Huda Banyuputih
- 2010-2013: SMK Diponegoro Banyuputih

Salatiga, 27 October 2017
The writer:

Siti Munawaroh
NIM.111513025