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LAPORAN PENELITIAN

THE EFFECT OF QAR (QUESTION-ANSWER RELATIONSHIPS) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT PESANTREN MIFTAHUL MUARRIF

TIM PENGUSUL

KETUA	**: Putri Asilestari, M.Pd**	**NIDN**	**: 1011018901**
ANGGOTA 1	**: Lusi Marleni, M.Pd**	**NIDN**	**: 1008038501**
ANGGOTA 2	**: Husein Musyafi'i**	**NIM**	**: 1888203042**
ANGGOTA 3	**: Angreani Pratiwi**	**NIM**	**: 1888203002**

Penelitian ini dibiayai oleh :
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HALAMAN PENGESAHAN PENELITIAN

Judul Penelitian	:	The Effect Of QAR (Question-Answer Relationships) Strategy To Improve Students' Reading Comprehension Of The Second Year Students At Pondok Pesantren Miftahul Muarif".
Kode/Nama Rumpun Ilmu	:	742/Pendidikan Bahasa Inggris
Peneliti	:	
Nama Lengkap	:	Putri Asilestari, M.Pd
NIDN/NIP	:	1011018901/096542140
Jabatan Fungsional	:	Lektor
Program Studi	:	Pendidikan Bahasa Inggris
No Hp	:	082316807980
email	:	putriasilestari@gmail.com
Anggota Peneliti (1)	:	
Nama lengkap	:	Lusi Marleni, M.Pd
NIDN/NIP	:	1008038501
Program Studi	:	Pendidikan Bahasa Inggris
Anggota Peneliti (2)		Husein Musyafi'i
Anggota Peneliti (3)	:	Angreani Pratiwi
Biaya Penelitian		Rp. 2500.000

Mengetahui,
An. Dekan Fakultas Ilmu Pendidikan
Universitas Pahlawan Tuanku Tambusai

Dr. Nurmalina, M.Pd)
NIP-TT 096.542.089

Bangkinang, September 2020
Ketua Peneliti

(Putri Asilestari, M.Pd)
NIP-TT 096.542.140

Menyetujui,
Ketua LPPM Universitas Palawan Tuanku Tambusai

Ns. Apriza, S.Kep, M.Kep
NIP-TT: 096 542 024

IDENTITAS DAN URAIAN UMUM

Judul Penelitian : **THE EFFECT OF QAR (QUESTION-ANSWER RELATIONSHIPS) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT PONDOK PESANTREN MIFTAHUL MUARIF"**.

1. Tim Peneliti :

No	Nama	Jabatan	Bidang Keahlian	Program Studi
1.	Putri Asilestari, M.Pd	Ketua	Reading	Pendidikan Bahasa Inggris
2.	Lusi Marleni, M.Pd	Anggota	Listening	Pendidikan Bahasa Inggris

2. Objek Penelitian penciptaan :
   (Kemamouan membaca siswa Pondok Pesantren Miftahul Muarif)
3. Masa Pelaksanaan
   Mulai : bulan Oktober tahun 2020
   Berakhir : bulan Desember tahun 2020

5. Lokasi Penelitian (lab/lapangan) : Pondok Pondok Pesantren Miftahul Muarif

7. Instansi lain yang terlibat (jika ada, dan uraikan apa kontribusinya)

   Guru Pendidikan Bahasa Inggris Pondok Pesantren Miftahul Muarif

8. Jurnal ilmiah yang menjadi sasaran (tuliskan nama terbitan berkala ilmiah internasional bereputasi, nasional terakreditasi, atau nasional tidak terakreditasi

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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is one of the language skills that should be mastered by the students. And also for junior high school students like in Pondok Pesantren Miftahul Muarif that have studied reading since the first year of school. Moreover, reading is also the main reason of why students learn the language. Therefore, the main goal of teaching reading at junior high school students is to enable them to read the books, articles, or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer questions based on the reading text. The ability to comprehend something from reading material for students who learn foreign language need to be improved.

The aims of teaching reading are to develop students' ability to read the material, to get information and to understanding about the text. The aims of teaching reading for the reader are to comprehend and to react to what is written. Therefore, their skill is not easy to be mastered, because the reader should have an ability to comprehend the author's message, the main idea, guessing vocabulary in context, and also finding reference and inference. The students should be able to read the English text actively, efficiently and to get information from the reading text.

Reading is an activity to get knowledge or information from written text is one of the skills that can be taught to the students by using many kinds of strategies. One of them is QAR (Question-Answer Relationships), which helps the students to answer the question based on the text. QAR is the best strategy that helps students in answering question and comprehending the text more effectively.

The writer chooses this topic because the writer knows that the students have problems in reading, so teacher should find the appropriate strategy to solve it. QAR (Question-Answer Relationships) strategy is one of the certain strategies to solve the readers' problem in reading. This strategy equips the students to determine the types of questions that being asked. QAR strategy is the best way in

reading and makes the students understand how to comprehend the text. The goal of the strategy is helping the students in reading comprehension actively by analyzing various steps of questions.

In teaching and learning reading at Pondok Pesantren Miftahul Muarif, there are some problems that are faced by the students. The students are not able to comprehend the text because the teacher could not teach reading well, for example the teacher did not apply some strategies in reading or teach his students properly. The second is the lack of vocabulary is also one of the big problems for the students. Sometimes the students tend to focus their full attention on very unfamiliar words they found and consult their dictionaries for its meaning. As a result the students do not have good understanding of what the text is about when the time is over and they cannot answer the questions correctly. Then, many students have difficulties in comprehending the text. Most of the students still have problems in finding factual information from a text, identify main idea, guessing vocabulary in context and also in identify reference and inference.

There are many strategies for reading comprehension such as, K-W-L, power thinking, problem solution, inquiry, questioning the author, reciprocal teaching, group work, summarizing, SQ3R and active reading strategy. But in QAR (Question-Answer Relationships) strategy has some activities that will help the student to focus with the text and they are able to answer the question correctly.

According to Raphael (1986:1) Question-Answer Relationships (QAR) is a strategy that enables that the reader to determine the type of questions being asked and where to find the information needed to answer the question.

In this strategy, students follow some steps, they are right there, think and search, author and reader, and on the students own. QAR strategy is easy to do because it is only ask the students to identify the questions that are given by the teacher.

Finally, from the explanation above, appropriate reading strategy in teaching reading should be implemented is Question Answer Relationships (QAR). And the researcher is interested to search this case through this research

with the title **"The Effect of QAR (Question-Answer Relationships) Strategy to Improve Students' Reading Comprehension of the Second Year Students at Pondok Pesantren Miftahul Muarif"**.

B. Identification of the Problem

To comprehend reading text becomes a big problem for most students and it is not easy process. It is also being problem for students at Pondok Pesantren Miftahul Muarrif, they do not understand to interpret the text. This caused by some reasons:

The first, the teacher does not explore their ability in teaching reading. The teacher just uses one strategy monotonously every meeting. he only uses the traditional strategy like ask students to find the unfamiliar words, to find it's synonym or antonym but the teacher does not guide the students how to answer the questions. So that, the students do not understand in learning reading. As the result, they failed to understand what they read and they cannot answer the questions based on the text correctly. The second, the students still confused by the existence of different text task such as how to get factual information from the text, identify main idea, guessing vocabulary in the content and identify inference and reference. The third, the students still lack of vocabulary.

The writer wants to use QAR (Question Answer Relationship) strategy to solve these problems. The indicators that are stated as follows: prepare the students to understand the text, how to find main idea, guessing vocabulary and identify inference and reference. And give them the way to understand the text with determine the type of questions being asked and where to find the information needed to answer the questions.

C. Limitation of the Problem

Based on the problem, the writer wants to limit the topic of her research; the research will be focused on the effect of QAR strategy to improve students' reading comprehension.

The reason for choosing them because this strategy is appropriate and useful in teaching reading text of the second year students at Pondok Pesantren Miftahul Muarif

In QAR strategy helps the students to get factual information through the text, identify main idea, guessing vocabulary in context, and identify reference and inference, with determine the type of questions being asked and where to find the information needed to answer the questions. The steps in this technique are: right there, think and search, author and reader, and on the students own.

D. Formulation of the Research

Based on the limitation of the problem above, the writer will be formulating the problem as following:

1. Is there any significant effect of using QAR strategy to improve the students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarif?
2. How does QAR (Question-Answer Relationships) strategy improve the students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarif?

E. Purposes of the Research

1. To know the effect of using QAR strategy to improve students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarif.
2. To know how QAR (Question-Answer Relationships) strategy improve the students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarif.

F. Significanc of the Research

After carrying this research, the writer hopes the research will:

1. Contribute useful information for the students about QAR strategy as a strategy that can improve their reading comprehension.

2. Help the English teacher who have problem in teaching reading, especially in Pondok Pesantren Miftahul Muarif.
3. Expand the writer's insight significantly dealing with QAR strategy in teaching reading comprehension.

G. Definition of the Key Terms

In order to avoid misunderstanding towards the terms in title, the definition of terms as follows:

1. The effect: change that somebody/ something causes somebody/ something elses (Hornby A.S, 2006: 138). In this study that how QAR technique in teaching narrative text can give significant effect to the students' reading comprehension.
2. Question-Answer Relationship (QAR) strategy is a strategy that enables the readers to determine the type of questions being asked and where to find the information needed to answer the question. The type of question are right there, think and research, author and the reader and on the students own. Raphael (1986:1). In this study, QAR strategy is used to teach reading to the second year student Pondok Pesantren Miftahul Muarif.
3. Improve: become or to make something better (Hornby, A.S, 2006: 216). In this study the writer inteded to improve the students' reading comprehension with QAR strategy.
4. Reading comprehension: reading comprehends written discourse. It is an interactive process, aprocess in which the reader engages in an exchange of ideas with an author via the text (Burnes,1991: 45). In this study reading comprehension will be improved by using QAR strategy. The indicators of reading comprehension are finding factual information, finding main idea, finding vocabulary in the context, identify reference and inference.

CHAPTER II

REVIEW OF RELATED LITERATURE ANF FINDINGS

A. Review of Related Literture

1. The Nature of Reading

Reading is very important, as it is means of seeking knowledge. Reading is one of four language skills. Edge (1993:105) states that reading as one of the receptive skills is the necessary skill in written communication.

Reading is an interactive process between what a reader has already known about the topic or subject and what the writer writes (Nunan 1991:30). Reading is complex process. It requires to bring readers' own knowledge of language to print page, to recognize the print meaning bearing the word, sentence, paragraph, and finally to author's messages. Moreover, readers must understand about the text which will depend on the meaning of the words, sentences and paragraph. The reader can find out the information of the text, and understand the text based on their knowledge about the text.

2. The Nature of Reading Comprehension

Reading is process of decoding a particular writing system into a language or process of getting meaning from written material. According to Marienne Celce –Murcia (1991: 200), we need to have techniques in order to get easy in comprehending a text. He said that "Reading is to learn unique thinking skills in which ESL/EFL learners must be have ability to comprehend the material from a text by using their own through activities which help them into an outline, be able to find comparison and contrast or cause and effect examples. Following an argument in the text, choose relevant topic under discussion.

According to Burnes (1991: 45), reading comprehends written discourse. It is an interactive process, aprocess in which the reader engages

in an exchange of ideas with an author via the text. In this context, readers' understanding of a text is a kind of exchange ideas with the author. When a reader reads a text, an "understanding" of the text is created in the reader's mind. The process of contructing a situation model is called the "comprehension process".

According to Nuttal (1986: 26) the knowledge of vocabulary is an integral part of reading comprehension. It can be assumed that this mastery of vocabulary is useful for reading comprehension. That is, if the students could master enough they will comprehend the text as a whole. Furthermore, Nunan (1991; 127) says that vocabullary is essential for successful learning second language.

In addition, reading is a way of thinking to express our idea into a language. The reader has to be able to orginize words in sentences in which grammatically, structurally, and lexically correct, therefore and the reader must improve their vocabulary, the vocabulary is problem for the readers. The readers, bacame, necessarily and continually do the improvement of vocabulary.

According to Edge (1993: 33), to uderstand a reading text we must know its strategy, they are first, skimming, when we skim a text we read quickly. we just look at the heading or the main ideas in each paragraph; second, scanning, when we scan a text we are looking for a specific piece of information or specifics words. We ignore the information that is not relevant to our purpose. Scanning is useful strategy to apply when the questions ask the specific information; third, reading, when we read for detail, we read every words in the text and think carefully about the meaning of every sentence. It is often necessary to read certain section of a text in detail in order to answer the question correctly; fourth, inferring, give a logical guess on the fact or evidence present using the reader's pior knowledge; fifth, evaluating, encourage reader to form opinions, make judgments, and developing ideas from reading process.

Reading comprehension does not just know what each letter of alphabet stand for, but also involving the power of understanding fully. It means that students should understand the content of the text after finishing reading text. Reading without comprehension not reading takes places.

The component of reading according to King and Stanley (1989:330), are:

1. Finding factual information.

   Factual information requires student to scan specific detail of text. The types of question can be about reason, purposes, result, comparison, means, identity, times and amount in with most of the answer can be found in the text.

2. Finding main idea

   Main idea is the main topic that is being discussed in a paragraph. Finding the main idea is not always in the first sentence, it can be the middle or in the last sentence of the paragraph. Main idea will help the student guess what the paragraph is about.

3. Guessing vocabulary in context

   It means that the student could develop his/ her by relating the meaning of the unfamiliar words in the that is read.

4. Reference

   Reference words are repeating the same words or phrase several times, after it has been used, students can usually refer to *it* rather than repeat it. Reference words will help students to understand the reading text, reference words usually short and very frequently pronouns, such as *she, he, it, they, this, him/her,* and many others.

5. Inference

   Understanding is the most important in reading comprehension whether is explicit or implicit messages from the text. Therefore, the students are expected to make accurate prediction. Prediction can be made by correctly interpreting the indicators a writer's gives.

To helps the learner in reading activity, there are three phase involved in reading, they are as follows: Pre reading, While reading and Post reading (William, 1982:36).

1. Pre Reading

It is the first phase in reading activity which the activities are:

1. To introduce and arouse interest in topic
2. To motivate learners by giving a reason for reading
3. To provide some language preparation for the text.

Of course not all of the aims will be relevant for all texts. In some cases the language might already have been introduced, or they may be no particular language problems. In any case, language preparation does not mean that the teacher should explain every possible unknown word and structure in the text, but that should ensure that the learners will be able to tackle the text tasks without being frustated by language difficulties (William, 1982:37).

2. While-Reading Activity

This phase draws on the text, rather than the learner's ideas previous to reading. The aims of this phase are:

1. To help the understanding of the writes's purpose
2. To help the understanding of thr text sructure
3. To clarify the text context.

As a rule, while-reading work should begin withh general or global understanding of the text, and then move to saller units such as paragraphs, sentences, and word. The reason for this is that the larger units provide a context for understanding the smaller units- a paragraph or sentence, for example may help the reader to understand the word (William, 1982:31).

3. Post-Reading Activity

This phase is the last activity for reading class wich the aim as follows:

1. To consilidate reflect upon with what has been read

2. To reate the text to learner's own language, interes or view.

According to William (1982:38), in post reading activity the work does not refer directly to text, but grow up of it. Post0reading may also include any reaction to text and to the while-readingwork. Setting up and orginizing of post-reading work depend s very much on all the objectives of the programs as a whole. Post-reading work should thus contribute, in a coherent manner, to the writing, speaking and listening skills that program aim to be developed.

The most natural post-reading activities should be to ask the students to complete the story in real life, subsequent newspaper reports would certainnly follow up the story. So the aim of post-reading is intended to help the students consolidate or reflect upon what has been read.

3. The Nature of QAR

When the students have difficulty answering questions, the teacher often assume it is because they have not read carefully. However, it may actually be that they need to be taught how to analyze a question in order to find the correct answers. The use of teacher-generated questions to probe for student comprehension of text is a strategy. Some comprehension questions can be answered readily on the basis of meaning that the reader derives from the surface structure, while other questions require the reader to create meaning by integrating conceptual information and previously acquired knowledge (Emma Cortese: 2011).

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

procedure follows a gradual release model of instruction, moving from entirely teacher directed to entirely student directed.

While the majority of comprehension taxonomies assume that questions can be classified as isolated entities, (Pearson and Johnson: 1987) developed a classification that emphasized the notion that questions do not exist in such a separate manner. They advanced three levels of questioning that are relative to the text to which they refer, as well as to the reader's knowledge base. Rather than consider question types, this perspective views questions by their implied QAR (Question-Answer Relationship). Pearson and Johnson defined Question-Answer Relationships as textually explicit (TE) if question and answer are derived from the text and the relationship between the two was explicitly stated, textually implicit (TI) if one step of inference is necessary to answer the question and both question and answer are derived from the text, and scripturally implicit (SI) if a question is derived from the text and the answer is reasonable but nontextual in nature. The Pearson and Johnson taxonomy was the first to highlight the utility of identifying question types according to their relationship to text and reader, and, in doing. So, they are focused attention on the source of information for comprehension questions-in effect, categorizing a question according to the source of information required for the response (Raphael, 1982). The importance of children's ability to effectively access appropriate sources of information for responding to questions cannot be overstated.

According to Raphael (1986:1), Question-Answer Relationship (QAR) is a great way to help student figure out how to answer the question based on the text. He states that QAR is the best strategy that helps students in answering question and comprehending the text more effectively.

Question-Answer Relationship (QAR) is a strategy that enables the reader to determine the types of questions being asked and where to find the information needed to answer the questions. The QAR strategy

presents a three way relationship between questions, the text content and the readers' knowledge.

4. Teaching Reading through Question-Answer Relationship (QAR)

Raphael (1986:1) says that QAR is a strategy that equips students to tackle questions more effectively by teaching them recognizes different types of questions. It is a strategy that enables the readers to determine the types of questions being asked and where to find the information needed to answer the questions.

According to Raphael (1986:2), there are four types of QAR. They are: Right There, Think and Search, Author and Reader and on my own.

1. Right There

   The answer is easily found in the text. The exact words for the questions and answers are located in the same sentences. The answers are often factual information such as a name of place or date.

2. Think and Search

   The answer is in the text, but may be located in several different places in the text. The answer often contains the main idea of the text, the cause and effect, comparison and contrast, descriptions, explanations, the problem and the solution or summary.

3. Author and the Reader

   The answer is not in the text. The reader combines prior knowledge with the information to create the response. The answer may be focused on the theme or message in the text and require the reader to make inferences or predictions about what the author wrote in the text.

4. On My Own

   The answer is not in the text. The reader uses previous experience to response. The answer is about what the reader has already known or what the reader has read before.

Jones (2000:1) also states that QAR is powerful strategy for helping students analyze and understand question. QAR breaks questions

into two categories those are which have answers supplied by an author (in the book) and which have answers that need to be developed based on the readers, ideas and experiences (in my head). QAR helps students recognize the kind of thinking they need to be engaged in when responding to the questions. For each kind of information, there are two types of questions. Use the QAR posters to highlight and discuss each question type.

a. In the book
    1. Right There: the answer is clearly stated in the text.
    2. Think and Search: the answer is in the text, but the reader has to look for it and synthesize several pieces of information.

b. In my head
    1. On My Own: Prior-knowledge information- the answer is not in the words in the text. The answer is from information you already know.
    2. Author and the Reader: the answer is inferred in the text, but the reader must use a combination of information in the text and his or her own knowledge.

In the QAR strategies, the TE (textually explicit) category of Pearson and Johnson (1978) was translated to the Right There strategy of looking for the information printed right in the text; the TI (textually implicit) category was translated to the Think and Search strategy of piecing information across text; and the SI (scripturally implicit) category was translated to the on my own strategy, which requires the reader to reflect on his or her own knowledge to find information for the answer.

5. Operational Concept of QAR

The operational concept of QAR (Pearson & Johnson: 1987), the operational concept of QAR are:

1. Right There
    a. The answer is usually contained in one sentence and is easy to find.

b. Often the same words that make up the answer are found in the question.

c. Question stems often begin with:

When is/was... ?

Who is/was... ?

What is/was... ?

Where is/was... ?

d. The reader only needs literal thinking to answer the question.

2. Think and Search

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

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

c. Certain words—including pointer/signal words, plurals, and conjunctions—indicate that the answer is in more than one place.

d. Question stems often begin with:

Contrast... Explain... What were... ?

Compare... Summarize...

e. The reader only needs literal thinking to answer the question.

3. Author and the reader

a. The reader must read the text to answer the question (text dependent)

b. The reader must use inferential thinking in order to answer the question.

c. The question often begin with:

How can you conclude... ? How can you tell... ?

What biases or beliefs are... ? How do you know... ?

Who does remind you of... ?

The reader relies on prior knowledge and experience.

d. The reader must look for clues and evidence (prove the answer with details).

e. The reader must read between the lines as the answer is not explicit in the text.

4. On my own

a. The reader need not read the text in order to answer the question.
b. The reader must use inferential thinking.
c. Question stems often begin with:

Do you believe... ?
How do you know... ?
How would you... ?
Have you ever... ?

d. The reader relies on prior knowledge and experiences.
e. The reader must use his own ideas and opinions to answer the questions.

6. The Benefit of QAR (Question-Answer Relationship)

According to Raphael (1986:6), there are some advantages of QAR strategy, they are:

1. Students come to perceive that a variety of strategies are needed to answer questions.
2. Students spend their time efficiently in answering the questions of the reading text.
3. The teacher can observe students' background knowledge as feedback in teaching reading
4. Students can analyze and make such questions based on the text, so it will train the students to answer the question correctly.

7. The Procedure of Applying the QAR strategy in Improving Students' Reading Comprehension

Thomas and Joanne (1996: 8) state that steps of QAR are:

a. Explain the concept of QAR to the students, possibly using a chart to show the four steps and two board categories of information sources in the text and students' head.
b. The teacher gives students a short passage along with questions and answers (as guidance) from the each of four QAR steps. Discuss differences between the different types of the questions and answers.
c. The teacher gives the students a short passage along with the questions. Ask the students to answer the questions and identify the QAR steps.
d. Give the students the longer passage with 5 questions (at least one from each category). Students can work in groups to decide the QAR category and answer for each question.
e. As an extension, students can write their own questions for reading passage using the QAR strategy.

B. Review of Related Findings

The studies of using QAR technique to aids the students in comprehending reading text have been conducted by some researchers. The researchers conducted by the previous researchers prove that the QAR technique can motivate the students in reading class can help students become active participants. Finally, it could give positive effect on students' achievement.

There some studies comprehending reading text a conducted by:

1. Teguh Sulistyo, his study entitled Implementing the Reading Comprehension Skills of the Students of Kanjuruhan University trough Question-Answer Relationship (QAR) Strategy. This study was designed for collaborative classroom action research in which the researcher (acted as the teacher) and his collaborator (acted as the observer) worked together with him on the procedures of the study, namely: preliminary study, planning, implementing the plan, observing the action, and reflecting the result of the action. The subjects of the study were 30 students of Class A of the second semester who took Reading Comprehension II class in the academic year 2009/2010 at English Department of Kanjuruhan University

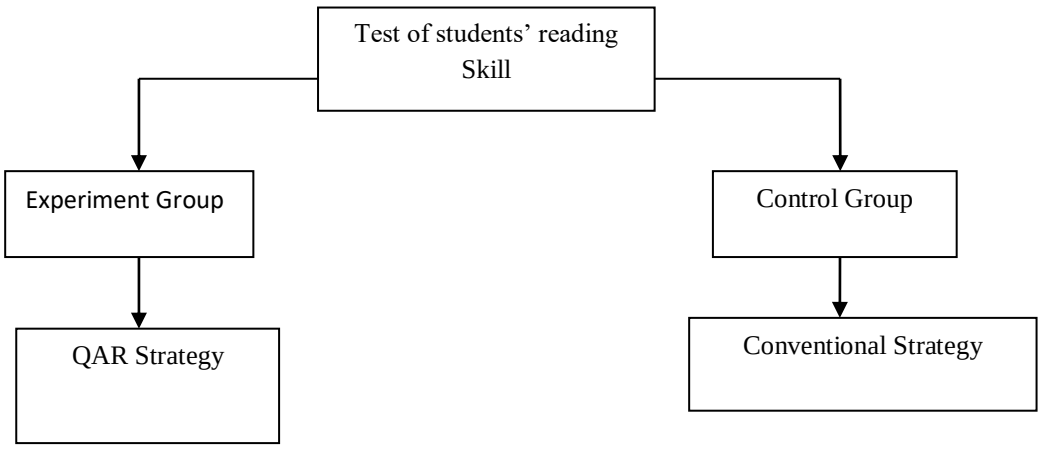
Malang. The results of the analysis were compared with the criteria of success determined in this study to see whether the criteria of success had been achieved or not.

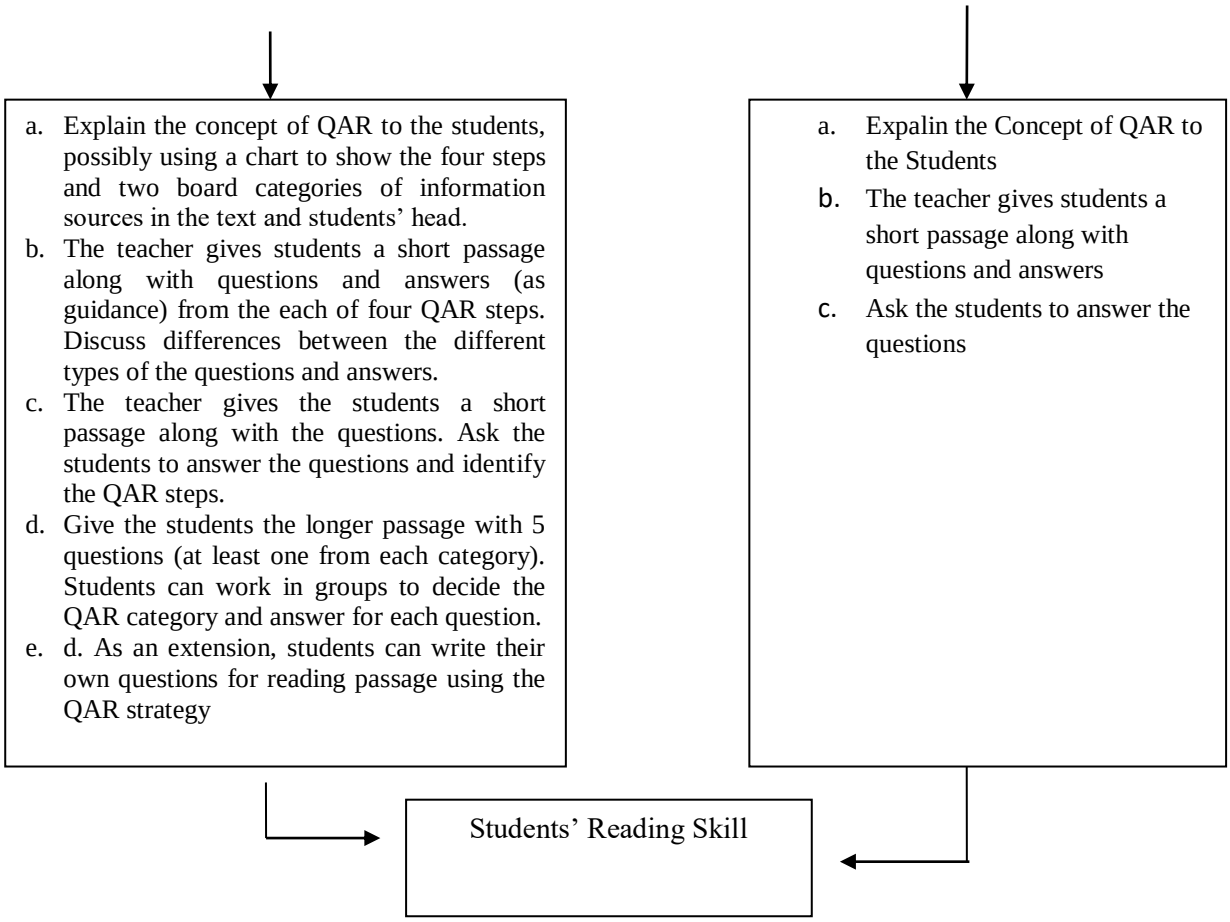
The students' average score developed significantly from 59.00 in the preliminary study to 71.33(equal to 20.89%) in Cycle 1. It developed to 74.33 (equal to 25.98%) in Cycle 2 in the scale of 0 - 100. The total numbers of the students who got score ≥ 70 in the preliminary study developed from 7 (equal to 23.33%) to 17 (equal to56.67%) out of 30 students in the Cycle 1. It developed to 24 (equal to 80.00%) in Cycle 2. Moreover, the findings of the study also described that this strategy improved the students' participation. The students' participation was 87.18% (equal to very good) in Cycle 1 and 87.42% (equal to very good) in Cycle 2.

2. Nurfadhilah, her study entitled "the effectiveness of QAR Strategy in Reading Text to Increase Reading Ability at SMA 4 Kampar". The study was action research and the students got improvement after applied QAR strategy.

From the past studies above, the differences with the writer's research are: the writer tries to focus on narrative text and the purpose of the study is to improve the students' reading comprehension in Pondok Pesantren Miftahul Muarif and the writer uses experimental research

C. Conceptual Framework





The Diagram of Conceptual Framework of the Research

Base on the figure above, the researcher takes two clasess as the sample of thid reserach. One class as the experiment group that is applied QAR to get the effect of Reading Skill. While one class as a control group the researcher not applied QAR. In control class using conventional strategy to get the effect of student' reading skill.

D. Hypothesis

a. Null Hypothesis

Ho: there is no significant effect of using QAR strategy to improve students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarif.

b. The alternative hypothesis

Ha: there is a significant effect of using QAR strategy to improve the students' reading comprehension at Pondok Pesantren Miftahul Muarif.

CHAPTER III
RESEARCH METHODOLOGY

A. The Time and the Location of the Research

The research took place at Pondok Pesantren Miftahul Muarif in Kampar regency. The data were collected and analyze in second semester. The time was started on Oktober 2020.

The reasons the writer chose this school as location of research because some of the students still low in understanding reading text and also the teacher in Pondok Pesantren Miftahul Muarif still use traditional strategy in teaching reading. So, Pondok Pesantren Miftahul Muarif was appropriate location to do the research.

B. Design of the Research

This research was an experimental research. There were two variables: independent variable and a dependent variable. The independent variable is a variable that is a variable that is identified as a causal variable is taught to cause the dependent variable. Meanwhile, the dependent variable was a variable that identified as an effect, the result variable to be caused by the independent variable. In this case, the independent variable was teaching reading text by using QAR strategy and dependent variable was the results of teaching reading by using QAR strategy. In this research, the sample was divided into two groups: an experimental group and control group. The teaching reading by using QAR strategy was as experimental group and the teaching without QAR strategy was as the control group. The design of the research as follows:

Table 3.1

Variables of the Research

Group	Pre- Test	Treatment	Post-Test
E	Reading	QAR	Reading

	Comprehension Text	Strategy	Comprehension Text
C	Y1	-	Y2

Where:

E : Experimental group

C : Control group

Y1 : The Pre-test for both two groups

Y2 : The Post-test for both two groups

X : Treatment of Experimental groups by using QAR strategy

- : Teaching reading without using QAR

C. The Population and Samples

1. The Population

Gay (1987:102) has stated that population is the group of interest to research or to which she/he like the result of the study to be generalize able. The population of this research was the eight year students of Pondok Pesantren Miftahul Muarif in the second semester. They consisted of 123 students, which divided into 3 classes. The reason to choose eight year students in using QAR technique was this technique appropriate to intermediate level of students.

Table 3.2

Population of the students

No	Classes	Total Students
1.	VIII. 1	40
2.	VIII. 2	41
3.	VIII. 3	42
	Total	123

2. Samples

Cluster sampling was a method for choosing samples. Gay (1987:111) says the cluster sampling is sampling in wich groups, not individuals, were randomly selected. All the members of selected groups had similar characteristics.

In this study, the writer named cards based on each second year classes in Pondok Pesantren Miftahul Muarif. After mixed these cards for certain time, the writer took randomly as sample of resesarch.

The writer got these classes as the samples of the research; class VIII.1 as experimental groups and class VIII. 2 as control group.

The participants of this study were the eight year students of Pindok Pesantren Miftahul Muarrif, the writer thought that the students need this strategy because some of the students in these classes got difficulties in comprehending reading texts. Some texts that they learn are narrative text.

3.4 Teaching Material

The material is taken from the students' text book. It is named English on Sky for Junior High School Students Year VIII.

Table 3.3 Material

Material	Activities
1. The Fly and the Bull 2. The Stingy and the Generous 3. Babu and the Lion 4. Beauty and the Beast 5. My vocation to Bali 6. Camping 7. Unforgetable experience Source:Mukarto,	**Implementing QAR Strategy** 1. Right There The answer is easily found in the text. The exact words for the questions and answers are located in the same sentences. The answers are often factual information such as a name of place or date. 2. Think and Search The answer is in the text, but may be located in several different places in the

Sujatmiko, *English on Sky for Junior High School Students Year VIII*.	text. The answer often contains the main idea of the text, the cause and effect, comparison and contrast, descriptions, explanations, the problem and the solution or summary. 3. Author and the Reader The answer is not in the text. The reader combines prior knowledge with the information to create the response. The answer may be focused on the theme or message in the text and require the reader to make inferences or predictions about what the author wrote in the text. 4. On the Students Own The answer is not in the text. The reader uses previous experience to response. The answer is about what the reader has already known or what the reader has read before.

D. Instrument of the Research

Test was one way in collecting the data. The researcher collected the data by distributing the test to the students.

a. Pre-test

The instruments of this research is reading test in form of multiple choice test. The test consist of five reading test with 25 questions in various topics. Before treatment the students in experimental and control group would be given pre-test. The purpose is to know the students' reading comprehension before treatment. Pre-test was conducted for first meeting.

The test are consists of five narrative text they are: a crying stone, why do hawks hunt chicks and monkey and crocodile, my horrible experience and travelling to Pangandaran beach.

b. Post-test

After treatment had been doing, the writer gives post test to the students. It aims to know there is improvement on students' reading comprehension by implementing QAR strategy. It is done to figure out whether there is any significant or result between these groups. They are experimental and control group.

Both pre-test and post-test were given by same materials, they are: a crying stone, why do hawks hunt chicks and monkey and crocodile, my horrible experience and travelling to Pangandaran beach.

Table 3.4 The Blue Print of test

Materials	**Indicators**	**Number of Items**	**Number of Items**
The crying stone	1. Find the factual information	1	1
	2. Finding the main idea of paragraph	1	2
	3. Finding the meaning of vocabulary in context	1	3
	4. Identify reference	1	4
	5. Making reference	1	5
Why do Hawks hunt Chicks	1. Find the factual information	1	6
	2. Finding the main idea of paragraph	1	7
	3. Finding the meaning of vocabulary in context	1	8
	4. Identify reference	1	9
	5. Making reference	1	10

Monkey and Crocodile	1. Find the factual information 2. Finding the main idea of paragraph 3. Finding the meaning of vocabulary in context 4. Identify reference 5. Making reference	1 1 1 1 1	11 12 13 14 15
My horrible experience	1. Find the factual information 2. Finding the main idea of paragraph 3. Finding the meaning of vocabulary in context 4. Identify reference 5. Making reference	1 1 1 1 1	16 17 18 19 20
Travelling to Pangandaran beach	1. Find the factual information 2. Finding the main idea of paragraph 3. Finding the meaning of vocabulary in context 4. Identify reference 5. Making reference	1 1 1 1 1	21 22 23 24 25

E. Technique of Collecting the Data

Pre-test will be conducted to determine the students' ability on reading comprehension. The writer done pre-test before using QAR strategy in teaching learning process. The writer gives pre-test to both experimental and control groups. It is use to know students reading comprehension before give treatment to experimental group. These are the data collection technique that used by the writer. The technique to collect the data is admistered pre-test and post test, they are:

1. Giving the students the test paper.
2. Ask the student to answer the question by themselves.
3. Giving the students to answer the question about 60 minutes

4. Collecting the students' answer sheet.

F. Procedure of the Research

In this research, the procedures of collecting data are dividing into two phrase. First the procedure of collecting data for experimental group and second the procedure of collecting data control group.

1. The Procedure of Collecting Data for Experimental Group

a. Pre-test

Before conducting a treatment, the writer will give test to experimental group to choose the correct answer from pre-test. There are 25 items for 60 minutes. The tests consist of five passages of which five questions for each. It is done to know the students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarif. After evaluating the students' answer and computing the student's score the writer calculate their percentage in order to know their ability level in reading.

b. Treatment

The writer uses QAR strategy in teaching narrative text. The writer gives treatment that is QAR strategy for eight meetings. The treatment just given to experimental group. The steps are:

a. Meeting 2 and 3: the teacher intoduces narrative text first about "The Fly and the Bull" with the example questions, an order to make the students understand what will the learn. After that, the teacher introduce QAR strategy by using chart to the students and also the level steps of QAR strategy: right there, think and search, author and me and on the students own to know how and where to answer the questions. The teacher gives exercise to the students with narrative text about "The Generous and the Stingy".

b. Meeting 4 and 5: The teacher re-explain about QAR strategy and also the level to answer the question. Then, gives an example of

narrative text about “Babu and the Lion”, the teacher asks to the the students some questions and the students answer the question orally by using QAR strategy. After that the teacher gives a narrative text for exercise about “Beauty and the Beast” and the students answer the question with pair by using QAR strategy.

c. Meeting 6 and 7: Teacher reviews about QAR strategy. Then the teacher explains about recount text and gives them example of recount text ”visiting Bali and Camping” and analize the question using QAR strategy. Next, the teacher divides the students into some groups and gives them differrent narrative and recount text each and than they make 2 questions for each level of QAR strategy and change with another group to answer their questions.

d. Meeting 8 and 9: The teacher re-explain about QAR strategy to the students and than gives exercise of recount text about “weekend and Jane’s party”.

c. Post test

At the last meeting, the writer gives test to students to choose the correct answer from the post-test. There are 25 items for 60 minutes. The aim of holding a test after treatment is to find out whether or not there is an improvement after is teaching by this method. After evaluating the students’ answer and computing the students’ score, the writer calculate their percentage in order to know their ability level in reading.

2. The Procedure of Collecting Data for Control Group

1. Pre-test

   The goal of the test, the item at the test form and the procedure of giving the test for control group are conducted the same as an experimental group.

2. Whilst teaching

   a. Teacher explained to the students what they should do comprehending the text without using QAR strategy.

   b. Teacher guides the readers what they are should comprehending text, such as finding information, finding main idea, supporting idea and identify references.

   c. Teacher asks the students to read the text and answer the question.

3. Post test

   Post-test for control group will administrated at the end the experiment. The items used for this test will be taken from items of the previous pre-test. The result of post test for control group is analyzed and used as final data for this research.

G. Technique of Analyzing the Data

The data collected in this research were analyzed by using statistic that is a t-test. The following formulas were used.

1. To find the mean of each group, the writer will use the formula below:

   $$\bar{X} = \frac{\Sigma fx}{N}$$

   Where:

   $\bar{X}$ = The average score

   Σx = Sum of the raw score

   N = The number of the students

2. To find out the result of the standard deviation of each group

$$S = \sqrt{\frac{\sum x - \bar{x}}{N - I}}$$

X

Where:

$\sum x - \bar{x}$: Sigma of individual deviation of students score

S : Standart deviation

N : The number of students

I : Constant group

3. Variance was used to measure the variability of each group

$$\text{Variance } (S)^2 = \frac{\sum x - \bar{x}}{N - I}$$

in order to check wheter the scores are significantly diferences or not, the first formula is used to find the standart error or differences between the means.

$$S\left(\overline{x_1} - \overline{x_2}\right) = \sqrt{\frac{[s_1]}{[s_2]}^2 + \frac{[s_2]}{\sqrt{N_2}}^2}$$

4. To test the hypothesis of the research, the following formula were used:

Afer knowing the standart error the means score, the writer calculated the t-test by using formula:

$$t_{-obs} = \frac{x_1 - \bar{x}}{s(x_1 - x_2)}$$

Where:

t : the value statistical significant of mean differences will be judged

N_1 : The number of students in experimental group

N_2 : the number of students in control group

S_1 : standart deviation of experimental group

S_2 : standart deviation of control group

$\overline{x_1}$: mean score of experimental group

$\overline{x_2}$: mean score of control group

5. Having computed the t-test, it is necessary to find out the degree of freedom that would be used to determine the table that is used as comparing value to the t-calculated to find out the degree of freedom the following formula is used:

df= (Ne-1)+(Nc-1)

Where:

Df = degree of freedom of two group

Ne = the number of respondent in experimental group

Nc = Number of respondent in control group

1 = constant number

BAB IV

BIAYA DAN JADWAL PENELITIAN

A. Pembiayaan

Mengacu pada Peraturan Menteri Keuangan Republik Indonesia Nomor 78 /PMK.02/2019 tentang Standar Biaya Masukan, maka rencana anggaran penelitian sebagai berikut:

No	Uraian	Satuan	Volume	Besaran	Volume x Besaran
1.	**Honorarium**				
	a. Honorarium Koordinator Peneliti/Perekayasa	OB	1	Rp. 400.000	400.000
	b. Pembantu Peneliti/ Perekayasa	OK	12	Rp. 20.000	240.000
	c. Honorarium Petugas Survei	OR	30	Rp.10.000	300.000
Subtotal Honorarium					**940.000**
2	**Bahan Penelitian**				
	a. ATK 1) Kertas A4 2) Pena 3) Map	 Rim Kotak Lusin	 1 1 1	 50.000 50.000 50.000	 50.000 50.000 50.000
	b. Bahan Penelitian Habis Pakai 1) Bahan Pembuatan soal reading 2) Uji Validitas 3) Analisis	OK Sesuai	paket	350.000	350.000

	Praktikalitas 4) Pengurusan Etik Penelitian	item belanja (Bahan penelitian lab, bahan penelitian lapangan dsb,	paket paket paket	800.000 1.000.000 650.000	500.000 1.000.000 650.000
Subtotal Bahan Penelitian					**2.650.000**
3.	**Pengumpulan Data**				
	a. Transport	Ok	2	125.000	250.000
	b. Biaya Konsumsi	Ok	2	125.000	250.000
Subtotal biaya pengumpulan data					**500.000**
4. Pelaporan, Luaran Penelitian					
	a. Foto Copy Proposal dan Laporan, Kuisioner dsb	OK	200	Rp. 150	30.000
	b. Jilid Laporan	OK	5	Rp. 6000	30.000
	c. Spanduk	OK	1	Rp. 250.000	250.000
	d. Luaran Penelitian 1) Jurnal Nasional Terakreditasi : a) Sinta 6-5	OK	CoN	600.000	600.000
Subtotal biaya Laporan dan Luaran Penelitian					**910.000**
Total					**5.000.000**

B. Jadwal Penelitian

No	Jenis Kegiatan	Septembe r	Januari	Febru ari	Maret	Keterang an
1	**Penysusuna n Proposal**					
2	**Penyususna n Instrument**					
3	**Validasi Instrumen**					
4	**Pelaksanaan Penelitian**					
5	**Uji Parktikalitas**					
6	**Penulisan Hasil Penelitan**					
7	**Sumbite Journal Nasional Teragreditas**					

CHAPTER V

PRESENTATION OF RESEARCH FINDING

5.1 The Result of Pre-Test

Pre-test is done by the students before the writer gives treatment to the experimental group. The purpose of administering the pre-test is to find out the students ability before the treatment begins. The score of the pre-test done by the students need to be taken into account as the data of the research. As the writer explained in the previous chapter, there are 25 questions that should be done by the students in experimental group, and the result of the pre-test can be seen in the table below:

Table 4.1

The Result of Pre-Test Experiment Class

No	Name	X_1	X	X_1-X	$(X1-X)^2$
1	Ahmad Subhan	16	47,9	-31,9	1017,61
2	Aminullah	68	47,9	20,1	424,11
3	Bimbi Bimanyu	24	47,9	-23,9	571,21
4	Budi Utomo	20	47,9	-27,9	778,41
5	Camela	36	47,9	-11,9	141,61
6	Debi Tulus	44	47,9	-3,9	15,21
7	Diah Nesita. R	68	47,9	20,1	404,01
8	Dodi Arananda	16	47,9	-31,9	1017,61
9	Ega Budiyanto	44	47,9	-3,9	15,21
10	Heni Yulia	52	47,9	4,1	16,81
11	Hikmatul Hidayah	56	47,9	8,1	65,61
12	Jepri Marcelius	36	47,9	-11,9	141,61
13	Jeki Landika	52	47,9	4,1	16,81
14	Lina Dwi Yulianti	60	47,9	12,1	146,41
15	Linda Dwi Anggraini	60	47,9	12,1	146,41
16	M. Ikhsan Abdillah	32	47,9	-15,9	252,81
17	M. Juarno Saputra	68	47,9	20,1	404,01

Continued table 4.1**The Result of Pre-Test Experiment Class**

No	Name	X_1	X	X_1-X	$(X1-X)^2$
18	M. Alan Dewantara	64	47,9	16,1	259,21
19	Maulana Abdul Azis	56	47,9	8,1	65,61
20	Meli Pramida	44	47,9	-3,9	15,21
21	Nanang. Y	52	47,9	4,1	16,81
22	Nur Fatimah	64	47,9	16,1	259,21
23	Feri Hendartanto	72	47,9	24,1	580,81
24	Purwa Rahayu	52	47,9	4,1	16,81
25	Reha Alfrana	52	47,9	4,1	16,81
26	Retno Wahyudi	52	47,9	4,1	16,81
27	Rian Saputra	56	47,9	8,1	65,61
28	Ricky Ramadhan	44	47,9	-3,9	15,21
29	Rido Yuswardani	36	47,9	-11,9	141,61
30	Rika Ovianti	52	47,9	4,1	16,81
31	Rizki Attoyib	28	47,9	-19,9	396,01
32	Ria Andriyani	36	47,9	-11,9	141,61
33	Sarah Herawati	56	47,9	8,1	65,61
34	Sekar Ayu Fajar Dini	44	47,9	-3,9	15,21
35	Suhada Saputra	52	47,9	4,1	16,81
36	Sukria Taufiq	40	47,9	-7,9	62,41
37	Tatik Wulandari	60	47,9	12,1	146,41
38	Titi Santika	48	47,9	0,1	0,01
39	Tumardiyah	56	47,9	8,1	65,61
40	Ulvia Rasmawati	64	47,9	16,1	259,21
41	Yolanda Saputri	32	47,9	-15,9	252,81
	Total	1964			8463,61

Based on the table computation above, it can be seen that the calculation of the students' score of pre-test of experiment class is 1964. The average of the students' score is 47,9 and variance of the data 211,59 and standard of deviation is 14,54.

Table 5.2

The Pre-test Result of Control Class

No	Name	X_1	X	X_1-X	$(X_1-X)^2$
1	Aspirli	20	38,3	-18,3	334,89
2	Adi Respelani	32	38,3	-6,3	39,69
3	Andi Supriandi	28	38,3	-10,3	106,09
4	Aprilia Nauli	52	38,3	13,7	187,69
5	Agustina Ginting	32	38,3	-6,3	39,69
6	Ahsanul Holikin	40	38,3	1,7	2,89
7	Andian Agung	48	38,3	9,7	94,09
8	Andri Siswa Heni	28	38,3	-10,3	106,09
9	Anif Miftahudin	52	38,3	13,7	187,69
10	Anjas Tata Gunawan	32	38,3	-6,3	39,69
11	Atin Jayatin	24	38,3	-14,3	204,49
12	Azis Kurniawan	52	38,3	13,7	187,69
13	Delis Rahayu	36	38,3	-2,3	5,29
14	Desi Anggraini	36	38,3	-2,3	5,29
15	Dian Febrianti	32	38,3	-6,3	39,69
16	Dimas Saputra	44	38,3	5,7	32,49
17	Eva Yuliana	52	38,3	13,7	187,69
18	Fitratuzzarah	40	38,3	1,7	2,89
19	Hidayatul Muslim	48	38,3	9,7	94,09
20	Ipalludin	40	38,3	1,7	2,89
21	Jeti Safitri	20	38,3	-18,3	334,89
22	Rahfi Agustin	36	38,3	-2,3	5,29
23	Lisa Anisa	40	38,3	1,7	2,89
24	Musalaili Muzaini	28	38,3	-10,3	106,09
25	Mira Lestia Ningsih	24	38,3	-14,3	204,49
26	Muhammad Khadifin	44	38,3	5,7	32,49
27	Muhammad Yuhanul	44	38,3	5,7	32,49
28	Muhammad Syahrin	44	38,3	5,7	32,49
29	Pika Wati	44	38,3	5,7	32,49
30	Putri Wardhanti	44	38,3	5,7	32,49
31	Rahmadiyah	44	38,3	5,7	32,49
32	Roki Anggara	40	38,3	1,7	2,89
33	Sartika	32	38,3	-6,3	39,69
34	Sutarno	20	38,3	-18,3	334,89
35	Siti Imraatu Sa'adah	48	38,3	9,7	94,09
36	Sri Winarti	24	38,3	-14,3	204,49

Continued table 4.2**The Pre-test Result of Control Class**

No	Name	X_1	X	X_1-X	$(X_1-X)^2$
37	Sumiatin	52	38,3	13,7	187,69
38	Tutut Setiawan	24	38,3	-14,3	204,49
39	Yulianto	56	38,3	17,7	313,29
40	Yeni Utari	56	38,3	17,7	313,29
	Total	1532			4444,4

Based on the table and computation above, it can be seen that the calculation of students' score for pre-test of control class is 1532. The average of students score is 38,3 and variance 113,95 and standard deviation is 10,67.

5.2 The Result of Post-test

Post-test was conducted after all treatment implemented. The result of post-test was in the table below. To make it clear, the following tables are presented as follows:

Table 4.3

The Post-test Result of Experiment Class

No	Name	X_1	X	X_1-X	$(X_1-X)^2$
1	Ahmad Subhan	32	74,82	-42,82	1833,55
2	Aminullah	52	74,82	-22,82	520,75
3	Bimbi Bimanyu	88	74,82	13,18	173,71
4	Budi Utomo	36	74,82	-38,82	1506,99
5	Camela	56	74,82	-18,82	354,19
6	Debi Tulus	68	74,82	-6,82	46,51
7	Diah Nesita. R	76	74,82	1,18	1,39
8	Dodi Arananda	64	74,82	-10,82	117,07
9	Ega Budiyanto	80	74,82	5,18	26,83
10	Heni Yulia	60	74,82	-14,82	219,63
11	Hikmatul Hidayah	84	74,82	9,18	84,27
12	Jepri Marcelius	60	74,82	-14,82	219,63
13	Jeki Landika	56	74,82	-18,82	354,19
No	**Name**	**X_1**	**X**	**X_1-X**	**$(X_1-X)^2$**
14	Lina Dwi Yulianti	80	74,82	5,18	26,83
15	Linda Dwi Anggraini	80	74,82	5,18	26,83
16	M. Ikhsan Abdillah	92	74,82	17,18	295,15

Continued Table 4.3 **The Post-test Result of Experiment Class**

17	M. Juarno Saputra	84	74,82	9,18	84,27
18	M. Alan Dewantara	88	74,82	13,18	173,71
19	Maulana Abdul Azis	88	74,82	13,18	173,71
20	Meli Pramida	96	74,82	21,18	448,59
21	Nanang. Y	88	74,82	13,18	173,71
22	Nur Fatimah	76	74,82	1,18	1,39
23	Feri Hendartanto	96	74,82	21,18	448,59
24	Purwa Rahayu	68	74,82	-6,82	46,51
25	Reha Alfrana	76	74,82	1,18	1,39
26	Retno Wahyudi	76	74,82	1,18	1,39
27	Rian Saputra	80	74,82	5,18	26,83
28	Ricky Ramadhan	80	74,82	5,18	26,83
29	Rido Yuswardani	76	74,82	1,18	1,39
30	Rika Ovianti	68	74,82	-6,82	46,51
31	Rizki Attoyib	76	74,82	1,18	1,39
32	Ria Andriyani	76	74,82	1,18	1,39
33	Sarah Herawati	92	74,82	17,18	295,15
34	Sekar Ayu Fajar Dini	80	74,82	5,18	26,83
35	Suhada Saputra	100	74,82	25,18	634,03
36	Sukria Taufiq	96	74,82	21,18	448,59
37	Tatik Wulandari	88	74,82	13,18	173,71
38	Titi Santika	72	74,82	-2,82	7,95
39	Tumardiyah	64	74,82	-10,82	117,07
40	Ulvia Rasmawati	76	74,82	1,18	1,39
41	Yolanda Saputri	44	74,82	-30,82	949,87
		3068			10119,71

Based on the table and computation above, it can be seen that calculation of students' score for post-test of experiment class is 3068, the average of the students' score is 74,82and variance of the data is 252,99 and standard deviation is 15,91.

Table 4.4

The Post-test Result of Control Class

No	Name	X_1	X	X_1-X	$(X_1-X)^2$
1	Aspirli	68	58	10	100
2	Adi Respelani	28	58	-30	900
3	Andi Supriandi	44	58	-14	196
4	Aprilia Nauli	72	58	14	196
5	Agustina Ginting	32	58	-26	676
6	Ahsanul Holikin	52	58	-6	36
7	Andian Agung	92	58	34	1156
8	Andri Siswa Heni	92	58	34	1156
9	Anif Miftahudin	56	58	-2	4
10	Anjas Tata Gunawan	48	58	-10	100
11	Atin Jayatin	40	58	-18	324
12	Azis Kurniawan	56	58	-2	4
13	Delis Rahayu	60	58	2	4
14	Desi Anggraini	92	58	34	1156
15	Dian Febrianti	64	58	6	36
16	Dimas Saputra	64	58	6	36
17	Eva Yuliana	60	58	2	4
18	Fitratuzzarah	96	58	38	1444
19	Hidayatul Muslim	48	58	-10	100
20	Ipalludin	52	58	-6	36
21	Jeti Safitri	64	58	6	36
22	Rahfi Agustin	32	58	-26	676
23	Lisa Anisa	64	58	6	36
24	Musalaili Muzaini	84	58	26	676
25	Mira Lestia Ningsih	80	58	22	484
26	Muhammad Khadifin	32	58	-26	676
27	Muhammad Yuhanul	40	58	-18	324
28	Muhammad Syahrin	40	58	-18	324
29	Pika Wati	72	58	14	196
30	Putri Wardhanti	48	58	-10	100
31	Rahmadiyah	32	58	-26	676
32	Roki Anggara	72	58	14	196
33	Sartika	44	58	-14	196
34	Sutarno	52	58	-6	36
35	Siti Imraatu Sa'adah	76	58	18	324
36	Sri Winarti	76	58	18	324

Continued table 4.4**The Post-test Result of Control Class**

No	Name	X_1	X	X_1-X	$(X1-X)^2$
37	Sumiatin	80	58	22	484
38	Tutut Setiawan	48	58	-10	100
39	Yulianto	28	58	-30	900
40	Yeni Utari	40	58	-18	324
		2320			14752

Based on the table and computation above, it can be seen that calculation of students' score for post-test of control class is 2320. The average of students' score is 58 and variance of the data is 378,25 and standard deviation of data is 19,44.

5.3 The Increasing from Pre-test to Post-test

Both of class which were taught by the same teacher, materials, and times as well as the post- test, they got different result. The produce differences result of these two groups can be seen in the table below.

Table 4.5

The Result of Pre-test

	Experimental Class	Control Class
$\sum x$	1964	1532
$\overline{x}$	47,9	38,3
S^2	211,59	113,95
S	14,54	10,67

The table above shows that the differences between experimental class and control class for the result of pre-test. Here, it can be differentiated between experimental class and control class, in term of average, variance and standard deviation.

Table 4.6

The Result of Post-test

	Experimental Class	Control Class
$\sum$	3068	2320
$\overline{x}$	74,82	58
S^2	252,99	378,25
S	15,91	19,44

The table above shows that the differences between experimental class and control class for the result of post-test. Here, it can be differentiated between control class and experiment class, in term of average, variance, and standard deviation.

Table 4.7

The Result of Experimental Score

	Pre-test	Post-test	Increasing
$\overline{x}$	47,9	74,82	26,92
S^2	212,09	252,99	40,9
S	14,75	15,91	1,16
High	72	100	28
Low	16	32	16

The table above explained that there is an increasing of students' test result average, variance, standard of deviation, highest score and lowest score of experimental class by using QAR (Question Answer Relationship) strategy to improve students reading comprehension than traditional method from pre-test and post-test.

5.4 The Next Research Planning Step

1. The Result of Hypothesis

After finding the average score and standard deviation of students' pre-test and post-test score, the writer found that null hypothesis is accepted or rejected, the following formula used:

$$S(X_2\text{-}X_1) = \sqrt{\left[\frac{SD2}{\sqrt{N}} + \frac{SD1}{\sqrt{N}}\right]}$$

5.5 Data Interpretation

From the table of pre-test, it can be seen that there was difference result of tests for two classes after treatment. The mean score for pre-test in experimental class was 47.9, while the post-test was 74.82. The t_o= 12.4 was bigger that t_t=1.99 for the level significant 5%.

As the result based on the hypothesis testing, the hypothesis that accepted was alternative hypothesis. It means that there is a significant effect of using QAR strategy to improve the students' reading comprehension at Pondok Pesantren Miftahul Muarrif.

5.6 The Description of Research Finding

Based on the result above, the writer used 10% of samples as representatives of this research finding. Feri Handrianto got score 72 in the pre-test, when the writer gave treatment and some exercices, he got score 76, 64, 80 and the post test score was 96. M. Alan got score 64 in the pre-test, when the writer gave treatment and some exercises, he got score 82, 60, 90 and the post test score was 88. M. Juarno Saputra got score 68 in the pre-test, in the treatment M.

Juarno got score 72, 76, 80 in his exercises and for the post test he got score 84. Sarah Herawati got score 56 in the pre test, when the writer gave treatment and some exercises, she got score 62, 82, 90 and for the post-test score she got score 92. After the writer gives the decription of the representatives data above, it can be seen from the score that were gotten by the students and there is improvement after the writer gave QAR (Question-Answer Relationships) strategy.

The writer gave the questions based on 5 indicators in reading comprehension. They are finding factual information, finding main idea, finding vocabulary in the context, identify reference and inference. Most of the samples can answer the easy question that belong to right there level and also belong to finding factual information. Example of the question is "What did the girl do everyday?" (see on appendix 2 number 1) . This question is easy to answer because the answer easily found in the text and the exact words for the questions and answers are located in the same sentences and the answer of this question is "d. she put make up and wore her best clothes".

Although right there questions were easy to answer, the students can answer another questions. For example, "what is the main idea of the first paragraph?" (see on appendix 2 number 17) this question was belong to think and search level. In this level the students should to put together different pieces of information to find its answer. The words for the question and the words for the answer are not found in the same sentence. And the answer may come from different places. So, to answer this question, the students need to think it and then

search it in the text. The answer for this question was “b. there was an earthquake when the writer driving from his vocation to Bali”.

Then, for the author and me level. The students also did not meet difficulties to answer it. For example, “after you finishing reading text above, what is the conclusion of the story?” (see on appendix 2 number 5). This question was belonging to author and me. In this level the answer is not in the text. The students need to think about what they already know (prior knowledge), the students must know what the author wants to tell from the text. The answer for this question was “c. the girl becomes a big stone because she was cruel with her mother”.

The last, for the on my own level. The students can analyze it well. For example,” you are foolish”, said the monkey. The underlined word means…” (see on appendix 2 number 13).This question was belonging to on my own level and to answer this question the students should know that this question was not in the text. The students can answer the question without reading the text. The students need to use their own experience and based on their prior knowledge. The answer for this question was “a. stupid”.

So that anlyzing questions based on the level of QAR is useful for the students and can helps the students to know how and where the to answer for the questions. The students can answer the questions more efficiently and effectively.

5.7 Teacher and Students' Activities

There are the description of the writer and the students' activities.

Table 4.8

Teacher and Students' Activities

Meeting	Teacher's Activities	Students' Activities	Time
1	**Pre-teaching** 1. The teacher gave greeting to the students. 2. The teacher checked students' attendance list **Whilst teaching**	1. The students replied the teacher's greeting 2. The students raise their hand when their name called. ts do the pre-	10" 60"
Continued Table 4.8 the Teacher and Students'			
	to the students that was to know the students' reading comprehension. The test was multiple choice test form which consits of 25 questions. The teacher gave 60 minutes to answer the questions. **Post-teaching** 4. The teacher gave close greeting.	test. 4. The students replied the teacher's greeting.	 10"
2	**Pre-teaching** 1. The teacher greeted the students 2. The teacher checked the students' attendance list **Whilst teaching** 3. The teacher gave the concept of narrative text. 4. The teacher gave an example of narrative text and explain parts of narrative text. 5. The teacher introduced QAR strategy in reading	1. The students replied the teacher's greeting. 2. The students raised their hand when their name called 3. The students listen to the teacher explanation. 4. The students pay attention to the teacher. 5. The students still pay	10" 60"

	text to the students and used a chart. 6. The teacher explained QAR levels to the students. 7. The teacher gave some example questions and than direct them to know how and where to find the answer by using QAR strategy. **Post- teaching** 8. The teacher gave conclusion about the lesson. 9. Close greeting	attention to the teacher's explanation 6. The students listened to the teacher. 7. The students active to the lesson by asking and answering the questions. 8. The students listened to the conclusion and asked the questions if they did not understand.	10"
Continued Table 4.8 the Teacher and Students'	Activities	cher's greeting	
3	**Pre teaching** 1. The teacher greeted the students. 2. The teacher checked the students' attendance list. **Whilst teaching** 3. The teacher gave a narrative text to the students. 4. The teacher asked the students to find the difficult words in the text. 5. The teacher direct the students how to translate the difficult words based on the context. 6. The teacher explained to the students how to find main idea in a text. 7. The teacher re-explained about QAR strategy and also the levels. 8. The teacher gave some questions to the students and answered together.	1. The students replied the teacher's greeting. 2. The students raised their hand when their name called. 3. The students receive the text. 4. The students analyzed the difficult words from the text. 5. The students pay attention to the teacher's direction. 6. The students pay attention to the teacher's explanation. 7. The students still pay attention to the explanation. 8. The students tried to	10" 60"

		answer the questions and discuss to the teacher.	10”
	Post-teaching 9. The teacher gave the conclusion about the lesson. 10. Close greeting	9. The students listened to the conclusion. 10. Replied the teacher’s greeting.	
4	**Pre-teaching** 1. The teacher greeted the students. 2. The teacher checked the students’ attendance list. **Whilst teaching** 3. The teacher gave narrative	1. The students replied the teacher’s greeting. 2. The students raised their hand when their name called. 3. The students receive the	10” 60”
	Continued Table 4.8 the Teacher and Students’ Activities		
	the questions. 4. The teacher re-explain about QAR strategy and also the levels of QAR. 5. The teacher asked about the text to the students and analyzed it based on QAR concept. 6. The teacher asked the students to make the conclusion of the story based on their own words. 7. The teacher asked the students to answer the questions based on QAR strategy. **Post-teaching** 8. The teacher gave homework to the students. 9. The teacher make the conclusion for the lesson. 10. Close greeting	4. The students pay attention to the teacher’s explanation. 5. The students answer the teacher’s questions and analyze the text with QAR strategy. 6. The students tried to make conclusion about the story by their own words. 7. The students answered the questions based on QAR strategy. 8. The students done their homework. 9. The students listened for the conclusion. 10. Replied the teacher’s greeting.	10”
5	**Pre-teaching** 1. The teacher greeted the students. 2. The teacher checked the	1. The students replied the teacher’s greeting. 2. The students raised their	10”

	students' attendance list. **Whilst teaching** 3. The teacher gave a narrative text with the questions. 4. The teacher re-explained the QAR concept with the levels: Right there, think and search, author and me and on my own. 5. The teacher asked the students to answer the questions with pair. **Post-teaching** 6. The teacher gave the conclusion from the	hand when their name called. 3. The students received the text. 4. The students listened to the teacher's explanation. 5. The students answer the questions with their pair. 6. The students listened for	60" 10"
Continued Table 4.8 the Teacher and Students' Activities			
	7. Close greeting	7. Replied greeting.	
6	**Pre-teaching** 1. The teacher greeted the students. 2. The teacher checked students' attendance list. **Whilst teaching** 3. The teacher explained about the concept of recount text. 4. The teacher gave an example of recount text and explained the parts of it. 5. The teacher explained the concept of QAR strategy again. 6. The teacher gave some questions to the students from the recount text. Post-teaching 7. The teacher make conclusion about the lesson. 8. Close greeting	1. The students replied the teacher's greeting. 2. The students raised their hand when their name called. 3. The students hear for the explanation. 4. The students listened for the teacher's explanation. 5. The students listened for the teacher's explanation. 6. The students answer the questions. 7. The students listened for the conclusion. 8. Replied the greeting.	10" 60" 10"
7	**Pre-teaching**		

	1. The teacher greeted the students. 2. The teacher checked the students' attendance list. **Whilst teaching** 3. The teacher gave example of recount text again with the questions and then directed the students to answer it together. 4. The teacher re-explained the concept of QAR strategy to the students. 5. The teacher divided the students into some groups and each group get one	1. The students replied the teacher's greeting. 2. The students raised their hand when their name called. 3. The students answer the questions with the teacher. 4. Listened to the teacher explanation. 5. The students made some groups	10" 60"

Continued Table 4.8 the Teacher and Students' Activities

	6. Each group analyzed the text and made 4 questions from the text. 7. One group changes the task to another group. Then, analyzed the questions based on QAR strategy. 8. Asked the group to answer the questions based on QAR strategy. **Post teaching** 9. The teacher gave the conclusion from the lesson. 10. Close greeting	6. The students analyzed the text and made the questions with the group. 7. Change the task with another group and analyzed another group's questions. 8. Answer the questions. 9. Listened for the conclusion. 10. Replied greeting.	 10"
8	**Pre-teaching** 1. The teacher greeted the students. 2. The teacher checked the students' attendance list. **Whilst teaching** 3. The teacher gave the students recount text.	 1. The students replied the teacher's greeting. 2. The students raised their hand when their name called. 3. The students received the text.	 10" 60"

	4. The teacher explains QAR strategy by using chart. 5. The teacher asked the students to analyze the text and put it into the chart. 6. The teacher asked the students to answer the questions based on QAR strategy. 7. The teacher and the students discuss about the questions and answer together. **Post-teaching** 8. The teacher made the conclusion about the	4. The students pay attention for the teacher's explanation. 5. The students put the question to the chart. 6. The students answered to the teacher's questions. 7. The students discuss about QAR strategy. 8. The students listened to the teacher's	10"

Continued Table 4.8 the Teacher and Students' Activities

	9. Close greeting	9. Replied greeting	
9	**Pre-teaching** 1. The teacher greeted the students. 2. The teacher checked the students' attendance list. **Whilst teaching** 3. The teacher gave the recount text to the students. 4. The teacher asked the students about QAR strategy to the students. 5. The teacher gave some questions from the text and asked the students to answer it based on QAR strategy. **Post teaching** 6. The teacher made the conclusion about the lesson. 7. Close greeting	1. The students replied the teacher's greeting. 2. The students raised their hand when their name called. 3. The students received the text. 4. The students answered the teacher's questions. 5. The students answered the questions from the text. 6. The students listened for the conclusion 7. Replied greeting	10" 60" 10"
10	**Pre-teaching** 1. The teacher greeted the students.	1. The students replied the teacher's greeting.	10"

	2. The teacher checked the students' attendance list. **Whilst teaching** 3. The teacher gave post-test to the students to measure the students' reading comprehension after treatment. **Post teaching** 4. The teacher said thank you to the students for their participation for the research. 5. Close greeting.	2. The students raised their hand when their name called. 3. The students done the test carefully. 4. The students respond the teacher. 5. Replied greeting	 60" 10"

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

6.1 Conclusions

Based on the result of the data analysis in chapter IV, the writer draws conclusions as follow:

The result of this study is taken from the quantitative data. It can be seen that there is improvement from the score pre-test (47.9) to that of post test (74,82) for experimental class and also the t-table 1.99 is smaller than t-observed 12.4. Moreover, it can be seen that after being taught by using QAR (Question-Answer Relationship) strategy, there is increasing of the students' reading comprehension and they can answer the question with more efficiently. The students can analyze how and where to answer the question effectively.

Meanwhile, as the description of the research finding, the writer got from representatives data, there was improvement after the writer gave the students QAR (Question-Answer Relationships) strategy and it can be seen from the improvement score from pre-test into post-test that got by the students.

As the conclusion of the research are:

1. QAR (Question-Answer Relationships) strategy gives significant effect in improving students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarrif.
2. There is significant difference between the students' reading comprehension that taught by QAR (Question-Answer Relationship) strategy and usual

strategy, in other word QAR strategy is effective to improve students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarrif.

3. After conducting QAR (Question-Answer Relationships) strategy, the second year students' reading comprehension at Pondok Pesantren Miftahul Muarrif has improved. It can be seen from the result of pre-test and post-test of the students.

6.2 Suggestions

The English teacher nowadays should encourage himself or herself to improve teaching strategy in order to help students cope with the problems of learning situation in the classroom.

1. Because reading is not easy to do, teacher should find the appropriate strategy that can help students understand and involve in the teaching and learning process. Sometimes teacher think that they are not read carefully because they can not answer the question based on the text, but it can be done with the wrong strategy that is used by the teacher. So QAR (Question Answer Relationship) is appropriate strategy to direct the students to answer the question effectively.
2. The writer suggests that English teacher can use QAR (Question-Answer Relationships) strategy. In conducting this research, the writer knows that there was just a little variation used. So that, hopefully the teacher can use variant steps in teaching reading by using QAR strategy.

3. This research is hopefully providing meaningful reference for the next researchers who are interested in the same topic. For the next researchers the writer suggests to find more variation in teaching reading by using QAR strategy. It is useful to make the students more understand and enjoy in teaching and learning process. Be creative is important. The writer realizes this research is far from being perfect. Therefore, she recommends that further needs to be conducted.

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LAMPIRAN 1

Biodata Ketua Tim Pelaksana

A. Identitas Diri

1.	Nama Lengkap	Putri Asilestari. M.Pd.
2.	Jenis Kelamin	Perempuan
3.	Jabatan Fungsional	Lektor
4.	NIP	096.542.140
5.	NIDN	10111018901
6.	TempatTanggalLahir	Tanjung, 11 Januari 1989
7.	E-mail	putriasilestari89@gmail.com
8.	No. Telepon/Hp	082316807980
9.	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10.	No. Telepon/Faks	(0762) 21677, Fax (0762) 21677
11.	Lulusan yang Telah Dihasilkan	S1 = 15 orang, S2 = - orang
12.	Mata Kuliah yang Diampu	1. Reading I 2. Reading II

B. Riwayat Pendidikan

	S-1	**S-2**	**S-3**
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi	The Effects of Teaching Media and Language attitudes on Students' Listening Skill at State Junior Hight schools in Bekasi, West Java	The Effects of Teaching Media and Language Attitudes on Students'Listening Skill at State Junior High Schools in Bekasi, West Java	
Nama Pembimbing/Promoto	Dra. Betty Sailun, M.Pd. Johari Afrizal, M.Pd	Prof. DR. Sumaryoto Prof. Dr. Supeno	

r			
	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2016	An Analysis on Studens' Speaking Skill at the First Grade of Administration Office of SMK YPLP PGRI Bangkinang	Pribadi	9.000.000
2.	2016	Komputer Interaktif sebagai media pengajaran Bahasa Inggris Pada Anak Usia Dini	Pribadi	8000.000
3	2017	Peningkatan Kemampuan Motorik Halus Anak Melalui Kegiatan Bermain Menggambar Dekoratif Pada Anak TK Dwi Karya Kecamatan Koto Kampar Hulu	Pribadi	8000.000
4	2018	Meningkatkan kemampuan Koqnitif anak dengan permainan Ludo		
5	2019	The Effect of Using Social Media: WhatsApp Toward the Students Speaking Skill	Dikti	17.400.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Cara Memotivasi Diri Dalam Belajar	Perguruan Tinggi	800.000
2	2017	Pelatihan Komunikasi Lisan Bahasa Inggris Mahasiswi Kebidanan Universitas Pahlawan Tuanku Tambusai	YPTT	2.390.000
3	2018	Konsultasi Pembelajaran Bahasa Inggris Melalui Media Grup WhatsApp Bagi siswa Kelas XII di SMAN 2 Kuok	YPTT	5.200.000
4	2019	Cara Cepat Peningkatan Speaking DI SMAN 3 Siak Hulu	YPTT	2.290.000
5	2020	Pelatihan E-Learning Sebagai Media Pembelajaran dengan Aplokasi Moodle bagi Kelompok Guru di Desa Tanjung Kecamatan Koto Kampar Hulu	YPTT	1.750.000

E. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun

1	2015	The Effects of Teaching Media and Language attitudes on Students' Listening Skill at State Junior Hight schools in Bekasi, West Java	Jurnal PGPAUD	Volume. 2, Nomor. 1, Januari 2015
2	2016	The Effect of TPS (Think, Pair,Share) Strategy to Improve Students' Speaking Ability of the Second Year Students' at Ponodk Pesantren Miftahul Muarrif	Jurnal of English Language and Education STKIP Pahlawan Tuanku tambusai	Volume.1, Nomor 1, Februari 2016
3	2016	Komputer Interaktif Sebagai Media Pengajaran bahasa inggris pada Anak Usia Dini	Jurnal PGPAUD	Volume. 3, Nomor. 1, Juni 2016

F. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Develophment for Foreign Language Teaching	The Effects of Teaching Method and Emotional Intelligence Upon Students' Speaking Skill at SMAN 1 Koto Kampar Hulu	12 Oktober 2016, UIN SUSQA Pekanbaru

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	Speak Up	2018		

H.

I. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID
1				

J. Pengalaman Merumuskan Kebijakan Publik/ Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

No	Judul/Tema/Jenis Rekayasa Sosial Lainnya	Tahun	Tempat Penerapan	Respon Masyarakat
1				

K. Penghargaan dalam 10 Tahun Terakhir (dari Pemerintah, Asosiasi, atau Institusi Lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1			
2			

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila dikemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penugasan Penelitian Dosen Pemula

Bangkinang, 24 September 2020

Ketua Pengusul,

Putri Asilestari, M.Pd

Biodata Anggota Tim Pelaksana

L. Identitas Diri

1.	Nama Lengkap	Lusi Marleni, M.Pd.
2.	Jenis Kelamin	Perempuan
3.	Jabatan Fungsional	Lektor
4.	NIP	096.542.115

5.	NIDN	1008038501
6.	TempatTanggalLahir	Teluk Pinang, 08 Maret 1985
7.	E-mail	lusimarlenihz@gmail.com
8.	No. Telepon/Hp	0812 1190 9562
9.	Alamat Kantor	Jl. Tuanku Tambusai No. 23 Bangkinang Kampar-Riau
10.	No. Telepon/Faks	(0762) 21677, Fax (0762) 21677
11.	Lulusan yang Telah Dihasilkan	S1 = 15 orang, S2 = - orang
12.	Mata Kuliah yang Diampu	1.Listening I 2.Listening II

M. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Islam Riau	Universitas Indraprasta PGRI	
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris	
Judul Skripsi/Tesis/Disertasi	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Gradeof SMAN 2Bangkinang	
Nama Pembimbing/Promotor	1. Drs. Fakhri Ras, Ph.D,M.A.Ed Dra. SyofiaDelfi, M.A	1. Prof.DR. Anas Yasin.M,Pd. Dr. Desmawti Radjab,M.Pd	
	S-1	S-2	S-3
Nama Perguruan	Universitas Islam Riau	Universitas Negeri	

Tinggi		Padang	

N. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, dan Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	INSTITUSI	5.000.000
2.		English study program FKIP UNRI in providing words to complete The summary of a text.		
3	2016	**USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU**	DRPM RISTEKDIKTI	11.250.000
4	2016	USING JIGSAW STRATEGY IN IMPROVING THE STUDENTS READING COMPREHENSION AT STKIP PAHLAWAN TUANKU TAMBUSAI		

O. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000
2	2016	Seminar Learning English and	Perguruan	1500.000

		Get the World	Tinggi	
3	2016	Talk Show English for Life	Perguruan Tinggi	1500.000
4	2017	Seminar on Publish your idea an Article	Perguruan Tinggi	1500.000
1	2015	Seminar sehari The Easiest Way to Talk	Perguruan Tinggi	1500.000

P. Publikasi Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Tahun	Judul Artikel Ilmiah	Nama Jurnal	Volume/Nomor /Tahun
1	2015	Improving Students' Listening Comprehension of Narrative by Using Movies at XI Grade of SMAN 2 Bangkinang	Jurnal PGPAUD	Volume.2, Nomor.1, Januari 2015
2	2016	A study on the ability of the fourth semester students of English study program FKIP UNRI in providing words to complete The summary of a text	Jurnal of English Language and Education STKIP Pahlawan Tuanku tambusai	Volume. 1, Nomor 1, Februari
3	2016	**USING MOVIES TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE THIRD SEMESTER OF EARLY CHILDHOOD EDUCATION DEPARTMENT OF STKIP PAHLAWAN TUANKU TAMBUSAI RIAU**	PROSIDING SEMINAR NASIONAL UPP	1 AGUSTUS 2016 2016

47

Q. Pemakalah Seminar Ilmiah (*Oral Persentation*) dalam 5 Tahun

No	Nama Temu Ilmiah/ Seminar	Judul Artikel	Waktu dan Tempat
1	Seminar of Develophment for Foreign Language Teaching	The Effects of Teaching Method and Emotional Intelligence Upon Students' Speaking Skill at SMAN 1 Koto Kampar Hulu	12 Oktober 2016, UIN SUSQA Pekanbaru

R. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	Speak Up	2018		

S.

T. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/ Tema HKI	Tahun	Jenis	Nomor P/ID
1				

U. Pengalaman Merumuskan Kebijakan Publik/ Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

No	Judul/Tema/Jenis Rekayasa Sosial Lainnya	Tahun	Tempat Penerapan	Respon Masyarakat
1				

V. Penghargaan dalam 10 Tahun Terakhir (dari Pemerintah, Asosiasi, atau Institusi Lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1			

2			

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Bangkinang, 24 September 2020

Anggota Pengusul,

Lusi Marleni, M.Pd

UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
e-mail : lppm.tambusai@yahoo.co.id
Alamat : Jl. Tuanku Tambusai No. 23 Bangkinang, Kampar-Riau Kode Pos. 28412
Telp.(0762) 21677, 085278005611, 085211804568

Bangkinang, 27 Januari 2021

Nomor : 192 / LPPM/UPTT/I/2021
Lamp : -
Perihal : **Izin Pelaksanaan Penelitian**

Kepada Yth,
Bapak/ Ibu Kepala Sekolah SMA I Koto Kampar Hulu
Di
Tempat

Assalamu'alaikum. Wr, Wb
Dengan Hormat,

Do'a dan harapan kami semoga Bapak/Ibu senantiasa dalam keadaan sehat wal'afiat dan dapat melakukan aktivitas sehari-hari. *Amin.*

Disampaikan dengan hormat kepada Bapak/Ibu, bahwa dalam memenuhi kewajiban dosen yang tertuang dalam Tri Dharma Perguruan Tinggi, bahwa setiap dosen harus melaksanakan tugas penelitian setiap tahunnya. Sehubungan dengan hal tersebut, maka kami mengharapkan kesediaan Bapak/Ibu Kepala Sekolah SMA I Koto Kampar Hulu untuk dapat memberikan izin pelaksanaan penelitian di SMA I Koto Kampar Hulu kepada dosen :

Nama Ketua Peneliti	:	Putri Asilestari, M.Pd.
NIDN/ NIP	:	1011018901
Program Studi	:	Prodi Pendidikan Bahasa Inggris
Anggota	:	Lusi Marleni, M.Pd.
Judul Penelitian	:	The Effect Of Qar (Question-Answer Relationships) Strategy To Improve Students' Reading Comprehension Of The Second Year Students At SMAN I Koto Kampar Hulu

Demikian disampaikan, atas perhatian dan kerjasamanya kami ucapkan terimakasih.
Wassalam..

Ketua

Ns. Apriza, S.Kep, M.Kep
NIP-TT. 086.542.024

UNIVERSITAS PAHLAWAN TUANKU TAMBUSAI
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT
e-mail : lppm.tambusai@yahoo.co.id
Alamat : Jl. Tuanku Tambusai No. 23 Bangkinang, Kampar-Riau Kode Pos. 28412
Telp.(0762) 21677, 085278005611, 085211804568

SURAT PERINTAH TUGAS
No : 03 /LPPM/UP-TT/PD/I/2021

Yang bertanda tangan dibawah ini :

Nama	: Ns. Apriza, S.Kep, M.Kep
Jabatan	: Ketua LPPM Universitas Pahlawan Tuanku Tambusai
Alamat	: Jl. Tuanku Tambusai No. 23 Bangkinang

Menugaskan Kepada :

Nama Ketua Peneliti	:	Putri Asilestari, M.Pd.
NIDN	:	1011018901
Anggota	:	Lusi Marleni, M.Pd.
Program Studi	:	Prodi Prodi Pendidikan Bahasa Inggris Fakultas Ilmu Pendidikan Universitas Pahlawan Tuanku Tambusai
Judul Penelitian	:	The Effect Of Qar (Question-Answer Relationships) Strategy To Improve Students' Reading Comprehension Of The Second Year Students At SMAN I Koto Kampar Hulu

Melaksanakan kegiatan Penelitian di SMAN I Koto Kampar Hulu pada bulan Januari-Februari 2021. Dengan dikeluarkannya surat tugas ini, maka yang bersangkutan wajib melaksanakan tugas dengan sebenarnya dan bertanggungjawab kepada Ketua Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pahlawan Tuanku Tambusai.

Demikian surat tugas ini dibuat, untuk dapat dilaksanakan sebagaimana mestinya.

Bangkinang, 28 Januari 2021
LPPM Universitas Pahlawan Tuanku Tambusai
Ketua

Ns. Apriza, S.Kep, M.Kep
NIP-TT. 096.542.024