IMPROVING READING COMPREHENSION FOR THE NINTH GRADERS STUDENTS OF MTS ALHAYATUL ISLAMIYAH KEDUNGKANDANG MALANG THROUGH QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY

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Abstract: Students of MTs Alhayatul Islamiyah had problems in their learning of reading comprehension. It was found that the students were confused to answer the question based on the text given because they did not know how to answer them as they spent too much time only to find the answers. They were passive in reading activity process and they were not motivated in reading materials. This study used collaborative Classroom Action Research Design (CAR). The instruments used to collect the data were; observation checklist, field note and reading comprehension test. There were 2 cycles with the total of 5 meetings. The first cycle consists two meetings and for the second cycle consists three meetings. This research was implemented on June until July in 2016. QARcan be effective strategy for teaching reading comprehension by implementing the following activities: showing the topic, activating the the background knowledge, explaining the Question Answer Relationship (QARs), deviding the class group into group, reading the text, providing the table of QARs, answering the questions based on the levels of questions, exchanging the questions to another group, determining the correct answer with the whole group, collecting the students’ task, and giving feedback. In delivering of the text consists of three steps, they are modeling, guiding, and practicing. The findings of the implementation of QAR Strategy to teaching of reading shows that QARs is effective. It is suggested that English teachers utilize QAR Strategy as one alternative solution in improving students ‘reading comprehension skill.

Keywords: improving, reading comprehension, QAR strategy

Reading is not only the process of remembering, but also reading is ideas in a text and exploring as a means of learning a variety of texts particularly for students so that it is said that reading is the basic skill, which becomes priority to support process of mastering other language skills and improving skills such as listening, speaking and writing skill. Reading is also processing mental aspects of critical and creative thinking by the students or more meaningful if the students are able to apply it. Success in reading is very important to students both for academic and vocational advancement and for the students itself. Because the students will know so many informations by their reading skill that is comprehend the text. In short, with the importance of reading, Richards and Renandy (2002: p.277) state that the main point of purpose of reading is reading for comprehension. Understanding the main ideas in a text and exploring the organization of a text are essential for good comprehension. Because reading is very important for the students, the researcher try to apply a strategy to improve the students’ reading skill in junior high school level, that is in MTs AL Hayatul Islamiyah Kedungkandang Malang.

Related to the English teacher in MTs Al Hayatul Islamiyah, The English teachers in Mts Al Hayatul Islamiyah still try to get the goal and successes applying some appropriate approaches, methods and strategies with contextual teaching-learning process. In general, the teaching process is done by the teacher is meant to approve to comprehend what textually the reading materials, especially in understanding difficult words or phrases to get whole comprehension about reading materials. While the effecting teaching English is by using The students centre approach which is to make all students take part in the learning process about the content which involve genre-based-approach. However, based on the observation of the researcher on teaching reading in classroom activities, as a matter of fact the
English teacher tends to dominate the teaching learning process even though he/she assumes to apply the students-centered approach. The result of observation is the teacher asks students to read the text, translate the text word by word or sentence by sentence, and answer the questions without inviting students to express their answers. After that, the teacher explains, discusses and talks so many things about the material to explain the text so that students just listen to the teacher’s explanation.

However, Based on the observation, the students of MTs AL-Hayatul Islamiyah are hard to be taught by students center approach, because they have low motivation to be active, they need something to show their capability in reading. Consequently, by using the teaching activities that is dominated by the teacher, the teaching process will become factor that cause the students do not have idea about the information they are accepted in reading material. They must be treated with the strategy that should be used to comprehend any text in reading material. Because, they do not have guidance on how to seek the answer related to the question given by the teacher. They cannot decide whether the questions are explicit or implicit in the text, or whether the texts are related to their background knowledge. As a result, students become confused, they feel difficult to understand the text and the result, they cannot answer the questions correctly. Even they spend too much time only to find the answers during the classroom activities or English material test.

They also are passive in reading activity process and they are not motivated in reading material. Another factor, the students are lack of vocabulary so that the students have trouble when they face some difficulties words. It cause the students get bored and English lesson will be not fun for the students. The teaching process may not help students. Overcome this lacking of vocabulary problem. Whereas, Anderson cited in Nanan (2003: p.68) argues that good readers understand what they do when they face some difficulties in reading texts. The teaching process may not help students.

Overcome this lacking of vocabulary problem. Whereas, Anderson cited in Nanan (2003: p.68) argues that good readers understand what they do when they face some difficulties in reading texts. The students’ difficulty in comprehending the text will be seen low or high through the result of national examination, also through of the reading test conducted by the English teachers either in the daily review, mid-test and final-test. In these tests, many students failed. In fact, the students; reading achievement is not satisfactory yet. The data appear from the result of the tests reveal that the students’ average score is in 9th graders in Mts AlhayatulIslamiyah is about 5. It was that only 30% of the students’ scores were equal or above the minimum passing grade, which is based on KKM in MTs Al Hayatul Islamiyah, that is 70 score. Therefore, the students in MTs AL-hayatul Islamiyah need serious treatment in their learning process.

Besides, students’ motivation is very low to participate in learning and teaching process because they feel not confidence, the environment does not support their study. According to Nuttal (1989) appropriate technique and methods are necessary to apply in teaching reading. Reading strategy can enhance student ability to read and to learn more effectively. In teaching reading, teacher occupies the important position to enable students to understand reading text. The process of questioning and answer done by both teacher and student might increase the students’ motivation and interest in understanding reading passages it might be advantageous when the students are provided with the activities which help the improve their ability to comprehend the reading texts. Regarding the condition the students in MTs AL Hayatul Islamiyah, the researcher proposes a certain strategy. The researcher want to apply the strategy which provides connection what the readers have in their head with what contain explicitly or implicitly in the texts in the process of comprehending any texts through the questions given. QARs can help the students considering the information which they get based on the texts itself or their prior knowledge. According to Raphael (1982), QAR strategy is designed to demystify the questioning process, providing the teachers and students with a common vocabulary to discuss different types of questions and sources of information for answering the questions. Regarding the Question Answer Relationship Strategies (QARs), to know the improving of Students in reading skill, the researcher tries out to implement this strategy in MTs Alhayatul Islamiyah, because this research never be implemented in this school. Therefore, the researcher want to examine the improving of reading comprehension for the ninth graders students in MTs AL-Hayatul Islamiyah.

REVIEW OF RELATED LITERATURE

Reading Comprehension

Reading, according to Burn et al (1996: p.5), is defined reading is a very complex act two and there are two major component that consists of a process and a product. In this case there are the relationship between the scripts is included in reading involving understanding skill towards the written texts.
The Models of Reading Process

Since reading is naturally a communication between a writer and reader. The communication is supposed to run well when the reader has comprehension about the text. Here are key issues in the building of the model of reading process by Burns et al., 1996:

1) Bottom-Up Model
   Bottom up Model (text based) assumes that the processing language starts from low level up to high level text, from letter or word identification, and comprehend larger linguistic unit, phrases, sentences until shape an ending meaning (Burns et al.: 1996).

2) Top- Down Model
   Top down model (reader based) assumes reading process that in processing of comprehending need have background knowledge the reader. Burns et al. (1996) states that the act of reading begins with the reader generates hypotheses or prediction about the material or the topic given, using visual aid in the material to test these hypotheses as necessary.

3) Interactive Model
   The reader use both models, the bottom up and top-down model, because of the fact that actually recognition and comprehension of printed words and ideas are the result of using both models of the reading process (Burns et al., 1996). Further, Rumelheart cited in Burns et al. (1996) finds that skilled readers use top-down and bottom-up model simultaneously.

Levels of Reading Comprehension

Burns et al. (1996: p.255) state that there are three levels of reading comprehension which is employed by the readers to understand what they read, they are literal, interpretative and applied or critical comprehension. Those reading levels are discussed as follows

1) Literal Comprehension
   Reading in lines or literal comprehension is the basic level of comprehension a reader should acquire to know what is read. It involves getting information stated in a text. It bases on recognizing stated main ideas, details, causes, and effects and sequences and the most important is an understanding thoroughly vocabulary, sentence meaning and paragraph meaning. According to Burn et al (1996: p.255), Literal comprehension defines the recognizing stated information. At this level comprehension, reading is aimed at obtaining the detail of a text effectively, especially in comprehending the text as it is started by the words, sentences or paragraphs in the text.

2) Interpretative Comprehension
   Reading between the lines or interpretative or inferential comprehension is usually includes making inferences about main ideas of text, cause-effect relationship implicitly, references of adverbs and omitted words. Besides, it is also contains detecting the mood of the text and the authors purpose in writing, drawing, and interpreting figurative language. Vacca et al. (1992: 337) state that inferential comprehension means recognizing what the author say is necessary, but insufficient for making meaning from print.

3) Applied or Critical Comprehension
   Reading beyond the lines or applied or critical comprehension is that readers interpret a text in light of their own personal values. It requires the readers to react in term of relevance and significance and they are involved in creating new insight about material discussed in the text.

Question – Answer Relationship (QAR)

This section discusses the essence QAR, the description of QAR procedure and the previous studies of the implementation of Question-Answer Relationship (QAR).

The Essence of QAR

The strength of QAR strategy (Raphel, 1986) is the strategy that it is designed to ease the questioning process, providing teachers and students which common vocabulary to discuss different types of questions and sources of information for answering these questions. Question Answer Relationship (QAR). Question – Answer Relationship strategy is based on a four part system for answering questions. Students learn to recognize the process that is influenced by the characteristics of reader, text, and context. The four types of questions are: (a) Right there, the information for the answer is found directly in the text and easy to find, (b) think and search, the information for the answer is found in text, but is pulled from different parts of the text. The wording in the questions given may be different from the wording in the text. These questions are a little bit difficult to answer, (c) author and me, the information for the answer is found in two places in the text and from students’ background knowledge. In this step, experiences students’ need appear together with the information towards what the authors tell
them and information they already know, and (d) On my own, the information for the answer is not in the text. Students need to think about what they already know from their own experiences to answer this type of questions. This question can be answered without reading the text. It means that student’s identity types of question, text explicit, text implicit, and script implicit. Taxonomy in which comprehension responses is described as follows: text explicit is stated explicitly in the text, text implicit is located in a text, but requires the integration of textual material, script implicit is located in the readers’ knowledge base and the authors’ intention.

**RESEARCH METHOD**

The design of this study is a Classroom Action Research (CAR) which is focused on particular group of students. This research was implemented on June 2016 until July in 2016. The procedures of the actions are adapted from Kemmis and Mc Taggart (1988) which consists of four steps they are: (1) planning which include Lesson plan, (2) implementing which the implementation of QARs, (3) observing the classroom activities, and (4) reflecting. In the reflection step, the teacher and researcher and his collaborator will revise the first plan when the criteria of success of the study had not been suitable for the target. This study were conducted in two cycles. Cycles are conducted with planning the action, implementing the action and observing. The cycle will be ended when the criteria of success were suitable based on the target or not.

**The Teaching Strategy**

This strategy is to help students to understand where the answer to questions come from. The questions needed to be answered from reading the selection belongs to one of the four categories: Right there to identify facts or details. Think and Search, this step is the strategy to identify main ideas or essential massage. Author and me, this step is the strategy to have to analyze or to evaluate information. On my own, this step is the strategy to synthesise information. The process of teaching – learning takes place for implementing the QARs took in 5 meetings and consists two cycles. For the first cycle consists 2 meetings and for the second cycle consists 3 meetings. QAR strategy is applied in three steps to determine what text will be given for the students and here is discussing three different texts: short, middle and long text. First step is a modeling. It is intended to give a model or example how to use the strategy. Here the researcher used picture to deliver related to the QARs. Second step, is meant to give students guidance. Here the researcher gave the longer text than previous action. The last step is to let the students’ practice the strategy themselves in using the strategy to comprehend the text through the QAR, and about the steps of teaching, they were: (1) the researcher showed about the topic, (2) the researcher activated the students background knowledge, (3) the researcher explained about the Question Answer Relationship (QARs), (4) the researcher devided the class group into group of three, for each groups consist of eight students, (5) The researcher asked students to read the text, (6) The researcher asked students to read the text, (7) The researcher provided the students table of QARs, (8) The researcher asked for the students to answer the questions based on the levels of questions (Right there, think and search, author and me, and on my own), (9) the researcher asked students to exchange the questions to another group, (10) The researcher determined the correct answer with the whole group, (11) the researcher collected the students’ task (12) The researcher asked students to give feedback (13) the researcher gave benefits of QARs. In delivering of the text consists of three steps, they are modeling, guiding, and practicing.

In the seventh step, the researcher conducted the table for the students in order they can easily answer the question given. The table consists of four column that include of the question given itself, the classifying of Question Answer Relationship (QAR) Strategy, the answer of the question and the reason (how to answer the question).

There are two activities conducted in this study, they are first the documentation of some events taken by camera and video in phone cell. In collecting the data that dealing with the students’ improvement and final result in reading comprehension, the researcher gave a reading comprehension test to the students during the QAR strategy implemented in the class. The data can be seen through observation checklist, field notes and reading comprehension test which are used to judge whether the criteria of success are successfully reached or not. The criteria of success are determined by KKM in the school.

**FINDING AND DISCUSSION**

**Finding of Cycle 1**

In the finding of Cycle 1, the writer presents the application of the QARs involving picture and text entitled Cinderella, The text entitled My Dogs, and
The text entitled My Holiday which were applied in first meeting. While the text entitled Mr Burhan’s House, The lion and the little mouse, and Magazine are applied in second meeting. For the first, the researcher provided Cinderella’s picture slide (see the appendix 1, p.66). Here the researcher asked the students some questions they are, “What do you think about this picture”, ‘Have you ever heard about this story before?’, “How is the story? this section was included in first stage which the questions to build a creative thinking of the students which can activate their shemata or prior knowledge in order to comprehend the text from the students. These questions can be answered by using “On my own” strategy. These activities related to Bottom up Model which is the researcher started the model from low level up in the processing language, this model related to Bottom up model theory from Burn et al: 1996 which stated that, “Bottom up model assumes that processing language start from low level up to high level; letter or word identification and proceed to progressively larger linguistic unit, phases and sentences.”

1) Cinderella Text

In applying Question and Answer Relationship it could built the skill which the students can comprehend the text explicitly and implicitly. According to Burn et al: 1996, ”Literal comprehension is the basic level of comprehension a reader should acquire to know what is read, “In the topic of Cinderella’s Story, the questions from the task, “What was there at the palace one day?, “why did the king hold the event at his palace?”, “Who gave cinderella a pretty dress?”. These questions are literal comprehension where the students can find the answer directly and to find this comprehending the students can use “right there” strategy from QAR strategies. ‘What happened with the prince when he met Cinderella?’. This question is also the shape of a question which is to build of literal comprehending of the students. While the questions, “What is the purpose of the Cinderells’ text?, ‘What is the moral value of Cinderella text ? and “How was the end of the story”, These are the shape of questions which function to build an interpretative comprehension. The students can answer it by using ‘author and me’ strategy. While the picture of Cinderella in the previous and its questions are the strategies to build an applied or critical comprehension an the students can answer that question by using “on my own” strategy.

2) My Dog Text

The researcher asked the questions from the text entitled My Dogs are, ‘What does Casper look
3) My Holiday Text

The researcher asked the questions from the text entitled My Holiday are, “which of the following sea animals is known as a killer?”, “what is the following had made the writer very excited? “There were a huge turtles, sharks and a cautiful tropical sea fish. The underlined word has closest meaning with ...” These questions are the shape of questions which are to build a literal meaning. “How many kinds of animal did the writer see?” that question is the shape of a question which is also to build a literal meaning. Those questions can be answered by “think and search” strategy. While the questions, “what is the main idea of paragraph 2 of My Holiday text?”, “what is the main idea of paragraph 3 of My Holiday text?” Those questions are the shape of questions to build an interpretative meaning. Those questions can be answered by using “think and search” strategy.

4) Mr Burhan’s House Text

The researcher asked the questions from the text Mr. Burhan’s House are, “How is Mr. Burhan house”, “What is in front of the house?”, These questions are the shape of questions which are to build a literal comprehension., because the answer can be answered explicitly and found directly in the text. The students can answer these questions by using “right there” strategy. While the questions, “How many pets that Mr. Burhan has?”. That question is the shape of question which is to build a literal meaning. Those questions can be answered by ‘think and searched’ strategy. The question, ‘It is big clean and comfortable’ to asked the underlined word means..., ‘Mr. Burhanudin has some pets: a dog, a cat, and a parrot’ to asked word pets means.... Those questions are the shape of question which are to build literal comprehension. Those question can be answered by ‘author and me’ strategy. The question, ‘Why did the author write the text of Mr. Burhan’s house?’.

5) The Lion and The Little Mouse Text

In the second meeting of Cycle 2, the researchers provided three texts for applying Question Answer Relationship Strategy. The questions from the text entitled The Lion and The Little Mouse “Who did begin running up and down upon the lion?”, ‘Why did the little mouse do to prove his words?’. These questions are the shape of questions which are to build a literal comprehension. These question can be answered by using ‘right there’ strategy. The question, ‘What is the moral value of the text?”, ‘They when in search of a wagon to carry him in’. These questions are the shape of questions which are to build literal comprehension. These question can be answered by using ‘think and search’ strategy. The questions, ‘Paragraph three mainly tell us that’, ‘What is the purpose of the text of The Lion and The Little Mouse?’. These questions are the shape of questions which are to build interpretative comprehension. These question can be answered by using ‘think and search’ strategy. The questions, ‘How do you feel if you are a mouse? Will you prove the promise like the mouse did for the tiger?’ . The questions are the shape of question which are to build applied and critical comprehension.

6) Magazine Text

The researcher asked the questions from the text entitled Magazine are, ‘Where can we get a magazine?’. That question is the shape of a question which is to build literal comprehension. That question can be answered by using ‘right there’ strategy. The question ‘What is the different between magazine from newspaper?’. The question is the shape of a question which is to build literal comprehension. That question can be answered by using ‘think and search’ strategy. The question ‘What is the text (magazine’s text) talk about?’, ‘The second paragraph tell us about’, ‘They are usually published weekly, biweekly, and monthly (paragraph 2). The word “bi-weekly” means’, ‘Why did the author write the text above?’ . These questions are the shape of the question which are to build interpretative comprehension.
These questions can be answered by using 'author and me' strategy. The questions, ‘Have you read a magazine? What magazine you read and retell what news or articles you read’. These questions are the shape of questions which are to build applied or critical comprehension. That question can be answered by using ‘on my own’ strategy.

Data analysis of Cycle 1

The data analysis of Cycle 1 is the data gathered from the observation checklist in the first meeting of the implementation of QARs, strategy show that there were only few students who done the activities in teaching and learning process. That happen because of the first implementaion of the strategy. The students still did not about the strategy before. The result observation sheet in first meeting show that there were total only 32% students who involved during the activities in the first meeting of the implementation QARs strategy in the second meeting, there were improvements of the students activities in teaching and learning process, the result of observation checklist in second meeting showed that there were 39% students who actively participated in reading activities. Some of students were more active in the reading activities. It indicated that the implementation of QARs strategy was help students active participations in the teaching and learning process.

Data from field notes in the meeting one explain that, in the classroom interaction there were few students were attracted to respond to the teacher questions, only few students who encourage questions about the difficult words found in the text and not all group member read the text given by the teacher. It concludes that there were only few students seemed enthusiastic to the teacher explanation, the interaction was better than previous meeting. In meeting two most of the students seemed enthusiastic to the teacher explanation. The lesson plan running well, the time can be managed optimally and the activities can be carried out effectively.

The result of reading comprehension test that entered by 24 students in cycle 1 show that there were 10 students who passed the test, while 14 students did not able to answer the question optimally. It was only 42% of students who were reached the minimum acceptable score that already set in this study. While the average score of class is 60.83.

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The result of reading comprehension test that entered by 24 students in cycle 1 show that there were 10 students who passed the test, while 14 students did not able to answer the question optimally. It was only 42% of students who were reached the minimum acceptable score that already set in this study. While the average score of class is 60.83. The reading comprehension test aim is to identify whether or not the treatment given to the students in three meetings has a good effect on the students achievement reading ability. The test was wrote in the form of WH-Question consist of narrative, descriptive and recount text. 15 items in which the students are supposed to answer the text based on the text given. The test is done by the students individually and supervised by the researchers and the collaborators. The reading comprehension test showed that the students’ reading comprehension from preliminary study to the reading comprehension test is in cycle 1 improved but it had not meet the indicators of the criteria of success. There are 10 students (42%) reached equal to or more than minimum acceptable score which is 45.

The findings of the student’s participation in the teaching and learning process related to the students’ involvement in the learning process after implementation of QAR strategy was measured by utilizing the observation checklist and field note. The data of the observation showed that in the first meeting, there were only 32% students who identified the types of questions and answered the questions during discussions. In the second meeting, there are 39% students who actively participated in reading activities to identify the types of questions.

The researcher noticed that the students who were able to identify the type of questions were not balance. It could be indicated that the distribution of the group members was not fair because they choose group based on their need. As a result, in the last meeting in cycle 1, there were only group 1 and group 3 dominated the discussion to identify the types of questions, while the last three groups were still confused to identify the types of questions. When the teacher tried to ask one students on one of the groups in identifying the types of question, they only kept silent and looked at another group who respond the teacher instructions. Furthermore, the researcher still found few students who seemed unmotivated to joining the reading comprehension class, but on the overall the students’ participation toward activities in the teaching and learning process was classified affair. So, this cycle must be revised.

Finding of Cycle II

In the Finding of Cycle 2, the writer presents the application of the QARs involving picture and text entitled Goldilocks And The Three Bears, The Sun and The Moon, and Puteri Mandalika.

(a) The Sun and The Moon Text

In the second meeting of Cycle 2, the researcher provided the questions from the text The Sun and The Moon. The researcher asked the questions are
‘Why did the sun chase the moon?’, ‘Who left the sun?’, ‘When did the sun and the moon appear together?’, ‘What happened with the moon eye?’, ‘Why did the moon always burn?’, ‘Who shines during the day?’, ‘Who did the moon appear?’, ‘What made the moon blind?’. These questions are the shape of questions which are to build literal comprehension. These questions can be answered by using ‘right there’ strategy. The question ‘When did the story happen?’. This question is the shape of a question which is to build literal comprehension. This question can be answered by using ‘think and search’ strategy. The question ‘What happened if the moon and the sun come together?’. The question is the shape of question which is to build interpretative comprehension. The question can be answered by using ‘author and me’ strategy.

b) Goldilocks and The Three Bears Text

In the first meeting of Cycle 1, the researcher provided the questions from the text entitled Goldilocks and The Three for applying Question Answer Relationship Strategies. The questions are, ‘How did Goldilocks find the bear’s house?’, ‘What did she find in the bear’s house?’, ‘What did she do there?’, ‘What happened to the small chair?’, ‘What happened when Goldilocks was sleeping?’, ‘Why were the three bears surprised’, ‘What did Goldilocks do when she saw the three bears?’. These questions are the shape of question which are to build literal comprehension. These questions can be answered by using ‘right there’ strategy. The question, ‘What would you do if you were Goldilocks? Would you come to the bear’s house again?’. These questions are the shape of question which are to build critical comprehension. Thes questions can be answered by using ‘on my own’ strategy.

(b) Putri Mandalika Text

In the third meeting. It was a reading comprehension test. The questions are, “Who was Putri Mandalika?”, “Who was Prince ryo Johor?”, “Why King of Tuberu was very confused?”, “What is the announcement of Putri Mandalika to all princes?”, “What happened from of Putri Mandalika after gave announcement to all princes?”, “What is believed on the society there? These questions are the shape of questions which are to build literal comprehension. These questions can be answered by using “right there” strategy. The question, “How are the characteristics of the six princes?”. This question is the shape of a question which is to build literal comprehension. This question can be answered by using ‘think and search’ strategy.

The questions, “What is the moral message of Putri Mandalika Text?” “What is the purpose of Putri Mandalika text?”. These questions are the shape of questions which are to build literal comprehension. These questions can be answered by using “author and me’ strategy. The question, ‘Do you know about nyale? What is nyale?’. This question is the shape of a question which is to build interpretative comprehension. This question can be answered by using ‘on my own’ strategy.

Data Analysis of Cycle II

The observation checklist in the meeting one of Cycle 2 explain that, half of the students seemed enthusiastic to the teacher explanation, half of them follow the teacher instruction. The learning activities run well. In the second meeting, the interaction on the group member and to the teacher was done by almost half of the students, most of them seemed enthusiastic to the teacher explanation. Half of them were attracted to respond the teacher questions. The interactions among students make the learning activities run well. The result of reading comprehension test in Cycle that joined by 24 students show that there were 17 students who passed the test, while the other 7 students did not passed the reading comprehension test. It means 70% of students able to answer that question correctly and passed the minimum acceptable score that already discuss in previous chapter.

After two raters analyzed the data collection, it showed that the mean score of students in Cycle 2 was 17 out of 7 students (70%) a. The test was wrote in the form of WH question consist of 10 items in which the students are supposed to answer the text based on the text given. The test was done by the students were directly corrected by the researcher and his collaborator. The students’ improvement is reading comprehension from preliminary study could be seen graphically. From the analysis, there was significant increase in the students score from preliminary study to the Cycle 1 until the Cycle 2? In beginning test, there were only 12.5% of students
who were passed the reading comprehension test. While in the Cycle 1 there were 12.5% students able to answer the test correctly. In the last meeting, there were 20% students did the reading comprehension test and gave the correct answer. Based on the collected data found in Cycle 2, the students’ participation in the learning activities in Cycle 2 got improvement after the researcher do some revision. The students were more active since the first until the second meeting in Cycle 2. Most students’ paid attention to the teacher explanation. Therefore, all the activities could be run well.

The data of the observation checklist showed that the meeting 1, there were 62% students could identify the information stated explicitly and implicitly from the text given. While in the meeting 2, there were 62% students who recognized the information that deliver from the writer and could handle the information from the text given. It proved that almost of the students could handle the types of questions based on the QAR strategy; however; there were few students who still confused to found the implicit information from the text given by the teacher.

In each meeting, the teacher always direction to arrange their seat randomly could be followed properly by the students. They did it better than previous cycle. It was a good way to start the teaching and learning activities. Then, the teacher offered them to ask question about the difficult word they found in the text and the teacher gave feedback by writing the synonym or antonym of the word on the white board. After that, each group did his jobs to identify the four types of questions given by the teacher based on the text given. Over than a half of the students were able to identify information stated explicitly and implicitly in the text and able to identify the types of questions.

In this cycle, most students were able to find out the explicit and implicit information stated in the text, identify the types of question and answer the question correctly. Students were able to identify the four types of QAR strategy, ‘right there’, ‘think and search’, ‘author and me’, and ‘on my own’ questions. The fact that treatment done in Cycle two achieve the target can be seen from the criteria of success has been set up. The students’ achievement in reading comprehension in Cycle II was slightly improved and the result of two indicators had been achieved in criteria of success as defined in the study. The two indicators showed that there were 62% students’ active involvements in teaching and learning process particularly identified the types of questions and answered the questions correctly and students participations during teaching and learning process in which categorized good criteria because more than 51% their participation. Hence, it can be inferred that the students reading comprehension ability was successful improved gradually. Finally, the researcher stopped the action since the three criteria of success formulated in previous chapter have been accomplished well in this cycle.

The outcome of students’ reading comprehension test showed that there were improvement scores of the students’ reading comprehension from test before action in Cycle 2. The following figures recapitulated the improvement of students’ mean score. It shows that the implementation of QAR strategy to the students had a positive impact in improving the students’ attainment in the reading comprehension test. It was exhibited by the students’ mean score at the end of each cycle. In the cycle 1 there were 42% students able to answer the test correctly. In the last meeting, there were 70% students did the reading comprehension test and gave the correct answer in cycle 2.

**DISCUSSION**

The four types of QAR strategy help students to improve their ability especially in reading comprehension. ‘Right There’ activity there was also on scanning. It could help the students to find out the specific information from text. In this part the students were required to answer not only correctly but fast as well. “In this case, the teacher asked the students read the ‘right there’ questions and engaged the students to reread by scanning to look for the key word in the text. Almost all of the students could identify this types of questions because it relatively easier to locate its answer that are stated in the text directly than other types of questions. However, some questions had tricks and made the students rather misunderstand in answering the questions. For instance the word ‘who’, the students assumed that it must be ‘right there’ questions instead of the author asked the reader to raise questions indirectly stated in the text. It was necessary to depend on what information was conveyed in the text. So, the students had to understand the question first, reread the text and then made decision whether or not the answer stated directly. In the think and search activity or skimming, this strategy was intended to help students to find out phrase or sentence in several places stated in the text and put it together to be reinterpreted or reorganized.

In this part, the students had to reread the text, trying to discover important information and concluded.
‘Author and Me’ activity, the students had to pay more attention about the questions and made conclusion by predicting the answer, need higher thinking because they able to understand what the author opinion by clue given in stated text and connected with their knowledge and made judgment. It meant that is to link between what the reader already know and what the author says. It helped the students find out of the answer by predicting the answer implicitly. This activity needs deep thinking because the answer was not stated in the text and it requires students to make inference what they read. The next step ‘On My Own’ activity, this activity engaged the students to creative thinking. The answer came from their opinion and students generated their own sentences based on what they had in past experience related to the topic being discussed without reading the text as done in pre reading activity but in this cause, the teacher also wanted to know in written result based the text given research about QAR strategy was done by. This research was replication from previos research that was implemented also by Sulistyio (2010) who conducted his research in reading comprehension ability of university level. The result of his study through QAR strategy, there were significant improvement of their students’ reading comprehension ability. The implementation of the action in his research was done in three cycles. The result showed that score increases to 59.80 (11.28%) in first cycle, in second cycle the score increases to 64.45 (18.75%) and 69.72 (27.30%). In this previous research he was conducted QAR for students in University and they was conducted this strategy in three cycles and there were different teaching and learning process with this research.

CONCLUSION

Based on the finding, the improvement could be seen that from students reading ability in the students’ score and students’ participation. In the test before action or in the preliminary study, there were only 5 of 24 students of the ninth graders students in MTs Al-Hayatul Islamiyah who were passed the reading comprehension test. While in the Cycle 1 that consists of two meetings, there were 10 of 24 students able to answer the question correctly. So, there were 42% students reached he acceptable score. In the last meeting which is in Cycle 2, there were 15 students did the reading comprehension test and gave the correct answer. It shows that problem facing by students in the preliminary study, such as, difficult to answer the question was solved by the implementation the strategy. So, there were 70% students able to answer the questions correctly.

The implementation of the QAR strategy consists of some steps, they are: (1) the researcher showed about the topic, (2) the researcher activated the students background knowledge, (3) the researcher explained about the Question Answer Relationship (QARs), (4) the researcher divided the class group into group of three, for each groups consist of eight students, (5) The researcher asked students to read the text, (6) The researcher asked students to read the text, (7) The researcher provided the students table of QARs, (8) The researcher asked for the students to answer the questions based on the levels of questions (Right there, think and search, author and me, and on my own), (9) the researcher asked students to exchange the questions to another group, (10) The researcher determined the correct answer with the whole group, (11) the researcher collected the students’ task (12) The researcher asked students to give feedback (13) the researcher gave benefits of QARs. In delivering of the text consists of three steps, they are modeling, guiding, and practicing.

SUGGESTIONS

Some suggestions are provided to follow up the result of the study for English teacher and future researcher based on findings and discussion. First, The finding of the implementation of QARs in this study can be used as one alternative solution in teaching reading comprehension for Junior High School students. This research can be developed by the teacher or they can mix this strategy with other strategies. Second, for future researcher, the result of the study can be used to help the other researcher as a reference to conduct similar studies. The researcher also can use for other subjects such as writing, speaking, and listening skill. Third, for the reader, the result of this study may be used as additional knowledge in English field.

REFERENCES


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