

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

There are some theoretical frameworks used to increase students' interest in reading by using the Question Answer Relationship (QAR) technique as the main topic in the study.

2.2 Reading

2.2.1. The Understanding of Reading Comprehension

According to Nunan (2005:68), reading is “one of the language skills which are very important to develop students” knowledge in their studies. Reading is a tool of learning; students need a variety of reading skills to understand the textbooks, reference materials, magazine, newspaper, etc. Therefore if students does not read them, they will miss the latest information of science and technology. “then, according to strevan (1997:26), reading is “ a skill of great importance to students because it provides them access to great quantity of further experience in the language.”

Reading regarded as one of English skills that need relatively mechanical skill. In this sense, Grabe (2009:5) assumed that reading is viewed as not merely taking written information on the printed matter but also attributing a meaning-extracting process as the essence of act of reading. It means that reading is not only to get information from the text passively. When students read they also make interaction on mind to understand the meaning.

Regarding those definitions above, it can be seen that learning to read is a complex process because reading requires thinking. When the reader reads to get the meaning of printed selection, it is obviously needed a great number of mechanical skill and comprehension skills as thinking process. Therefore, it can be said that reading includes many aspect of skills. According to Alderson (2000:9) divided those skills involves recalling, drawing, finding, weaving, recognizing, indentifying, and following which are considered toward to the readers in understanding the oriented symbols as a mental process. That is why the readers have to integrate their skills when reading text because a complex process, reading needs understanding the information in mind.

Aebersold (1997:5) also stated in her book that “reading is the ability to comprehend the thoughts and feelings of another mind via the nedium of text; reading constitutes a powerfull activity that confers knowledge, insight and perspective readers”. According to Bernhardt (1991:5), reading is regarded as cognitive process in demands a process to apprehend the meaning to again information and to learn in which those should be considered to the process in mind. Therefore, to understand the meaning of a text in reading activity, the reader have to use of interaction among eyes and mind to grasp the massage related to what the author is trying communicate.

Reading is a form of communication between reader and author. In the process of reading, a reader has to understand and catch the meaning of the text. At the same time the author gives understanding through the words. The essence of reading activity is comprehension: it becomes a

primary challenge in teaching or learning of reading skill. In order to learn or understand the messages of author, the students are hoped to have the ability to comprehend the written textbook. In short, there is an interaction between a reader and the author. The result of this interaction, the reader tries to understand what the author means. While reading, a reader tries to understand the information from the text they read. Understanding the written text means extracting required information from it as efficiently as possible. Therefore, there is no meaning if a reader just reads without comprehending and catching the information from it. However, in comprehending a printed language, it is quite difficult as the reader must accomplish multiple things simultaneously is constructing the meaning from a text. There is a constructing of understanding concept. The readers have to construct their own understanding about the text they read.

Based on those opinions, it could be summarized that reading is an activity which need a use of eyes a mind together at the same time to get a information of a reading object. The comprehension is process to get in getting the information. The writer concludes that reading comprehension is a process to understand to contents of the text which is done by the readers to get information. It is given through written language and aimed to comprehend the meaning of the text.

2.2.2 The Factors Influencing Reading Comprehension

There are many factors influencing reading comprehension. Person (1978) explained, the factors influencing reading comprehension into two categories, inside factors and outside factors. Inside factors are divided into four

components. The first is linguistics component (what the readers know about the language). When the students learn language, they learn three system, they are :

- 1) Phonological knowledge, it includes of the different phonemes (individual sounds) in the language.
- 2) Syntactic knowledge, it refers to the orderly arrangement among words in sentences.
- 3) Semantic knowledge, it refers to our knowledge of word meaning. It also include of our knowledge of the relationship among words.

The second component of inside factors influencing reading comprehension is interest. It is important thing in reading comprehension. If the students interested in topic presented in their class, they will understand more about the topic. As a facilitator, the teacher has to give the explanation about the material in many ways. Therefore, the teacher has to use various resources related to the topic. The teacher gives opportunity to their students to read everything from any resources such as magazine, books, journals, etc. Their interest in reading can influencer their comprehension.

The third component is motivation. Most of readers usually read what they want to read and what they have to read. Therefore, motivation can influence the students' comprehension because the different reasons of the readers have different power to make the reader try to understand more what they read. They are two kinds of motivation, intrinsic, and extrinsic motivation. Intrinsic motivation is in the reader. It comes from the learner itself. As the teacher, we try

to give the intrinsic motivation so that they will be more motivated. We offer incentives, feedbacks, other stimulate to try to alter a student's level motivation.

The last component is reading ability. It explains how well the reader can read. It is almost tautological to say that more reading ability one possess, the better one will comprehend. The readers have to read more. Besides that, school environment especially teachers, peers, all influence the reading comprehension of students. Peers can be positive or negative. The positive influence will appear when there is when there is friendly competition among the students. Therefore, it can developed their reading ability

2.2.3 The Principles of Teaching Reading

There are 14 principles of teaching reading which are noted from book "Principles and Practices of Teaching Reading" by Heilman (1967:3-4). They are:

- 1) Learning to read is a complicated process and is sensitive to variate of pressures.
- 2) Learning to read is an individual process.
- 3) Pupil differences must be a primary consideration in reading instruction.
- 4) Reading instruction should be thought of as an organized, systematic growth producing activity.
- 5) Proper reading instruction defends on the diagnosis of each child's weakness and needs.
- 6) The best diagnosis is useless unless it is used as a blueprint for instruction

- 7) No child should be expected or forced to attempt to read material which at the moment he is incapable of reading.
- 8) Reading is a process of getting meaning from printed word symbols.
- 9) Any given technique, practice or procedure is likely to work better with some children than with other. Hence, the teacher of reading must have a variety of approach.
- 10) Learning to read is a long term developmental process extending over a period of years.
- 11) The concept of read lines should be extended upward to all grades.
- 12) Early in the learning process, the child must acquire ways of gaining independence in identifying words whose meaning are known to him but which are unknown to him as sight words.
- 13) Children should not be in the classroom when they have emotional problem sufficiently.
- 14) Emphasis should be on prevention rather than cure. Reading problems should be detected early and corrected before they deteriorate into failure-frustrated reaction cases.

The principles that have been noted previously become some of primary concerns in teaching reading. In addition, in reading class, teachers are supposed to take the following things into account.

- 1) When choosing reading material, it is important to consider the student's interest and ability level, as well as the subject matter of the text.

- 2) Discussing new words and concepts with students before reading a text is generally helpful. It helps to activate prior knowledge and improve comprehension. This is especially important for ESL readers.
- 3) Asking students to tell everything they know about a topic is a useful way to get the students to activate their prior knowledge. They should then begin to think about what they do not know. After reading, they should summarize what they have learned about the topic.
- 4) Comprehension can be enhanced by building on student's background knowledge, e.e. by having a group discussion before reading.
- 5) Using combination of different teaching strategies is better than focusing on one.
- 6) By talking to students about the different purpose for reading, they will become more aware of what to focus on as they read.
- 7) The use of books and reading materials that are interesting and relevant to students will motivate to read more.
- 8) Make connections between reading and student's lives.
- 9) When assessing the difficulty level of a text, it is important to consider the language used, as well as its subject matter, interest level and assumed cultural knowledge.
 - a) Chose reading material that utilize student's local context. For instance, book about what students enjoy doing would be a good starting point.

- b) Use information text that contains topics with which the students are familiar. This will allow them to use their prior knowledge and to learn more about the topic.

2.3 Analytical Exposition Text

2.3.1 Definition of Analytical Exposition

According to Rosa (2008) An exposition is a rhetorical discourse that provides information about or an explanation of difficult materials. An analytical writing interprets subtle meanings, imagery, allegories, or their symbolism in a literary or artistic work. Exposition is a text that elaborates the writer's idea about the surrounding phenomenon. It also is a piece of text that presents one side of an issue. Its social function is to persuade the reader that the idea is an important matter.

2.3.2 Social Function

It functions to persuade the reader or listener to take action on some matters. If we have ever tried to persuade someone to believe something or if you have argued with someone, then you have used the exposition text. The purpose of its text is to persuade the reader or listener by presenting one side of an argument.

2.3.3 Generic Structure of Analytical Exposition

- 1) Thesis: Introducing the topic and indicating the writer's position. It is an introductory statement that gives the author's point of view and previews the arguments that will follow. It introduces topics and indicates the writer's position or we can call it is as an opening statement that indicates the writer's idea or point of view.
- 2) Arguments: Explaining the argument to support the writer's position. It consists of a point and elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence.
- 3) Reiteration: Restating the writer's position. It is a conclusion that sums up the arguments and reinforces the writer's point of view. It restates the position more forcefully in the light of the arguments presented.

2.3.4 Significant Lexicon-grammatical Features of Analytical Exposition

According to (Garot and Wignel, 1994:1997) is the significant Lexicon-grammatical Features of Analytical Exposition are:

- 1) Focus on generic human and non-human participants to indicate the writer's attitude to convince the readers about the writer's opinion, he or she needs state words or vocabulary to indicate his/her position. For example: it has special power, it gives advantages, etc
- 2) Use mainly of nominalization and causal conjunctions to construct the argument such as, however, on the other hand, therefore, thus, leads to, creates, consequently, firstly, secondly, another reason, moreover, in addition, finally, etc.
- 3) Use of relational process.

- 4) Use of internal conjunction to state argument.
- 5) Usually simple present tense.

Example of Analytical Exposition Text

Reading 1

The Unhealthy Fast Food

Fast food, nowadays, is considered as a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for health?

Fast food has its popularity in the 1940's. Within a few years, fast-food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

So, there is absolutely nothing nutritional about fast food. Fast food simply feeds hunger and craving. (Source: English Alive For Grade XI Published by Yudhistira 2006).

Reading 2

Smoking in Restaurant

Smoking in restaurants not be allowed because it is rude, harmful to others and dangerous for the smokers. Why ?

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Secondly, smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Third, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

Reading 3

Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

2.4 Question Answer Relationship (QAR)

Perencevich (2007:55) says that questioning is a strategy that triggers students prior inowledge and allow them to attach new knowledge and meaning to their previews knowledge. Asking the students to question and predict out comers helps to engage them in the text. Self questioning is also suggested to increase comprehension. Reid and Lienemann (2006:157) notes that

the ability to answer questions at the end of text is important; however the ability to successfully search for appropriate information within a text to find the correct answer is of equal importance.

Perencevich (2007:252) asserts that the QAR is a reading strategy that helps to examine the facts but also to move to a deeper level of comprehension. Using QAR strategy to plan reading comprehension instruction helps ensure that there will not be an over emphasis of lower-level skills and questions that only require pupils to locate and recall information. It is clear from research that all students need instruction in reading comprehension, especially the kind that focuses on the nitegies required to answer and generate challenging questions (Joseph et all, 2007:1).

QAR is a strategy which emphasizes on the relationship of question and its answer. It means for answering the question, readers have to understand what the question intends then it will eier for them to determine what and where the answer is. Raphacel (cited in Kinniburgh & 2010) divides the source ofanswering questions into two sections namely "In the Text"and "In My Head".

"The QAR strategy is proposed by Raphael (Raphael and Pearson, 1982), (Eanes, 1997:180) a assist the students to explore the text comprehensively with its four levels of questions namely: right there, think and search, author and me, and on my own questions. The right there question provides the readers to answer question directly in the text. Also, the words in the question and the words in the answer are usually in the same sentence, It is a literal question level of the QAR

Strategy. The think and search question also gives the readers to find the answer in the text.

However, the words in the questions and the words in the answer are not found in the same sentence. The reader must put together different parts of the text to get the answer. The right there and the think and search questions categories are literal reading comprehension questions. They are text based questions which provide the reader to find the information in the text, such as dates, year, name of a person, the topic, main idea, supporting ideas, and so forth. Accordingly, Burns, et al, (1996:255) state that reading for literal comprehension is the same as acquiring information that is directly stated in a selection. It is very important in basic reading and it is also a prerequisite for higher-level comprehension.

QAR helps students realize the need to consider both information in the text and information from own background knowledge. QAR strategy is designed to raise students' level of thinking, engage students in self-questioning, and enhance meta-cognitive awareness.

The QAR strategy present a three-way relationship between questions, text content, and reader knowledge. Simply put, the QAR strategy shows that students who understand how questions are written are better prepared to answer questions. These activities help students "demystify" the questions-building process as a step toward better reading comprehension.

2.4.1 The Types of Comprehension Questions in QAR Strategy

According to Anderson and Anderson (1997) The QAR strategy divides questions into two broad categories; "in the book" (text-explicit) questions and "in my head" (text-implicit) questions.

1. **"In the book"** questions are generated directly from a reading selection. These explicit questions fall into two subcategories: " Right There" - questions found in one place in a selection and " Think and Search"- question built around cumulative information found throughout a document.
2. **"In my head"** questions are created by the reader when confronting a text. These questions are not explicitly found in the reading, rather these questions arise as the reader engages the selection's content through active thought, comparison, evaluation, etc. These implicit question fall into two subcategories "author and you"- questions that the text provokes in the reader and "on my own" - questions arising from the reader's prior knowledge and experiences The basic QAR divisions, which can be further subdivided, as chart follow:

In the Book	In my Head
(1)	(2)
<p>Right There</p> <p>The answer is easily found in the text.</p> <p>The exact words for the questions and answers are located in the same sentence.</p>	<p>Author and You</p> <p>The answer is not in the text. The reader combines previous knowledge with the text information to crate a response.</p>

Thing and Research	On my Own
The answer is in the text, but requires gathering information from different places in the selection.	The answer is not in the text. The reader uses previous experience to respond.

When the students can distinguish between in the book questions and in my head questions, the teacher can refine each category further. Right There"- questions distinctions are usually made before moving on to teaching difference between " Author and You" questions and -On My Own"- questions. Therefore, the teacher should strive in making the students understand and how to seek out different kinds of information.

2.4.2 The advantages of Using QAR Strategy

Raphael (cited in Kinniburgh & Prew, 2010:28) divides the source of answering questions into two sections namely "In the Text" and "In My Head" As a strategy of teaching reading comprehension, QAR has some advantages. Firstly, it is a great way to help students figure out how to go about answering questions based on a given text. Questions answering instruction can help students get more from their reading by showing them how to find and use information from a text to answer teacher questions (Levin & Presslev cited in Pacific Research for Education and Learning, 2005:44). Often students assume that every question's answer is directly stated somewhere in the text, if only they look hard enough. Thus, many students spend far too much time looking for answers that are not "right there and their frustration mounts.

By teaching the students the four basic question answer relationships, they may understand the different types of questions and know how to effectively and efficiently approach the text based on the different question types. Secondly, understanding QAR promotes higher-level thinking in their students. Thirdly, teaching students about QAR can help them to ask effective questions as they read and respond to the text. Fourthly, QAR strategy allows students to participate actively in teaching and learning process and make them strategic reader. During the teaching learning process, students are guided by the teacher with some activity which arouse them to keep involve, thus the students have to be active rather than passive. Also, QAR can be applied in group or individual learning therefore, the students are challenged to complete.

Moreover, through the four types of questions: "right there", "think and search", "author in C and "in my own", the students can be more strategic to find the answer and to save time of comprehend a reading text. Fifthly, teachers are able to guide and monitor student learning. The procedure of the QAR strategy is clearly and structurally organized, thus the teacher will not be confuse about what activity will be done next. Muzammil (2009:39) in his research found that QAR is helpful, for teacher as a framework for organizing questioning activities and comprehension instruction in pre-, while-, and post reading. The teachers just have to follow the QAR procedure in order to attain a better reading comprehension for their students.

2.4.3. The Steps of Question Answer Relationship (QAR) strategy

The steps of teaching reading through QAR strategy as stated by Raphael (2006:56) are following but the writer will modify these steps that will be done in this research namely:

1. Introduce the strategy

The teacher gives the explanation about QAR strategy to the students.

2. Demonstrate the strategy

Teacher gives short passages to be read, as students finish reading the passage, ask them one question from each category and identify each question's QAR type.

3. Guide the students to apply the strategy

Assign more short passages to be read from text book. Give them several questions. As a class have students decide the QAR for each question and explain their reasoning.

4. Discuss together

After students finish answer the questions. Teacher and students discuss to answer together.

2.4.4 Teaching Reading through Question Answer Relationship (QAR) Strategy

The usefulness of QAR strategy was a tool for conceptualizing and developing comprehension questions. QAR creates a way of thinking about types of questions that are most appropriate for different points in guiding students through a text. Questions asked pre-reading are usually "on my own" They are

designed to access relevant prior knowledge In creating questions asked during reading it is important to balance text based (right there and think and search) and author and me. Right there and search should dominate and should build to the author and me. Finally, post- reading questions are primary author and you and on my own.

1. Pre-reading Activity

In the pre-reading activity of the researcher began the instruction process by conveying the objective of the instruction and introducing the intended strategy, the QAR strategy, to be employed during the reading instructions. The teacher-researcher activated the students' prior knowledge about the topic which will be discussing in the whilst-reading activities. However, in the certain circumstances, some students were still reluctant to express their ideas although the questions required their background knowledge or experiential knowledge only.

2. Whilst-reading Activity

Whilst-reading activity was the main activity in the current action of reading Comprehension subject. In the whilst-reading activity, the students were required to work in groups of three and each group appointed its leader to run the group discussion. The researcher modeled he strategy by defining the concept of the QAR strategy and its types of questions like the right re. the think and search, the author and you and the on my own questions. The teacher asked a students to read the text loudly.

After reading the text, the teacher explained the content of the text paragraph to help the students understand the text and identified the content of the text by employing the four categories of the QAR questions, the right there questions: in answering these literal questions, the teacher directly pointed to the text and showed the sentence in the text to the students. The second question category was the think and search question. In the modeling, the teacher asked the questions about the topic, main idea, and supporting ideas of the text.

The topic can be found as a single word or a phrase. The teacher showed the topic of the text to the students. After determining the topic, the teacher explained how to find the main idea of the text that main idea of a text can be found by asking yourself the questions. The third category questions of the QAR strategy was author and you. The answer of the question category can be varied for students. It depends on the students' personal judgments of the author's idea and relates it with their own schemata. The last category is on my own questions category which requires the students to create their own ideas in answering the question. The teacher explained that to answer the questions, the student should not read the text at all because the answer is not found in the text. The students should create their own idea based on their own schemata.

3. Post-reading Activity

The post-reading activities of all it was designed so because it emphasized only on the checking the students' comprehension on the materials given and gave them opportunity to ask questions dealing with the strategy and the topic already discussed. In addition, the researcher in this stage always asked the students' about

what they had learnt from the text already discussed previously. The students were really interested in sharing their opinions and experience about what they had learnt so far from the reading materials already given using the QAR strategy.

2.5 Previous Studies

a) Ernaini, Ari Nurweni, Ujang Suparman (2018) “Question Answer Relationship (QAR) In Teaching Reading Comprehension At SMPN5 Bandar Lampung”

The aims of this research were to find out how the implementation of the procedure of teaching reading through question answer relationship, whether or not there is any significant difference in students' reading achievement after being taught through QAR. Furthermore, it is also aimed at finding out the problems the students face when they are taught by using QAR. This research was conducted at the eighth grade of SMPN5 Bandar Lampung. The data were collected by using a multiple choice test and questionnaires. The population of this research was the eighth grade students of SMPN5 Bandar Lampung. There were eight classes of the eighth grade in SMPN 5 Bandar Lampung and each class consists of 34 students.

The sample of the research was class A which was chosen randomly by using lottery. The data were collected through reading test and questionnaires. Analyzed by t-test, the result of the first research question showed that the researcher taught students by using QAR strategy which adapted from Raphael,

the second research question showed that there was a significant difference of the students' reading achievement after being taught through QAR.

The result could be seen from the significant value where the t-value is 4.636 ($p < 0.005$) The improvement of the students' reading achievement could be seen from the students' pre-test 82.50, which increased up to 92.65 in the post-test. This finding also showed that even though there is significant difference but the students still got difficult in reading. The result of the research also showed that not all of students found the problem when they were taught by using QAR. It might happen because some of them were confused to differentiate the types of QAR.

b) Darma, Risma Wira (2020) "The Effect of the Question Answer Relationship (QAR) Strategy On Students' Reading Comprehension At MTSN 09 Kediri"

Many students at MTsN 9 Kediri get difficulties in comprehending the text, especially students in eighth grade, because they has bad reading habit and the teacher still uses conventional teaching strategy to teach reading comprehension. Teaching reading comprehension can be taught by using Question Answer Relationship (QAR) strategy which is considered appropriate to increase the students reading comprehension.

Therefore, the researcher is interested to know the significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension. This research used quasi experimental research design. This research conducted at MTsN 9 Kediri. Second grade class or 8th grade was chosen as the research sample by researcher based on consideration given by the school. The sample of 8B as control group consist of 38 students and the sample of 8C as experimental group consist of 36 students.

The research instrument used to gather the data were pre-test and post-test in multiple choice. The researcher use ANCOVA in SPSS to test the hypothesis. Hypothesis alternative was accepted because the group significant value was $0.000 < 0.05$. It can be concluded that there is significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension.. In addition, the researcher found that using QAR strategy can thrift the time and students were motivated to read comprehension.

c) Diajeng Anggun (2018) "The Effect of Question Answer Relationship Strategy on Students' Reading Comprehension of Narrative Text at VIII Grade of SMP Muhammadiyah 4 Giri"

This research about QAR is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions. This study aimed to know the significant effect and the effects of QAR strategy on the reading comprehension of narrative text students at eight grade SMP Muhammadiyah 4 Giri. The researcher took 48 students the sample They were grouped into two classes, one of experiment group VIII-A that consist of 24

students and VIII-B as control group that also consist of 24 students. The design of the study was Quasi Experimental Design. The instrument used collect data was reading test to set scores of students reading comprehension. In this research, there are five procedures of research design that was giving pre-test, giving treatments, giving post-test, analyzing the data using t-test formula and Wrote the hypothesis The research finding showed that this strategy was effective to teach reading for eight grade at SMP Muhammadiyah 4 Giri. The students' average score in pre-test between experimental and control group was 57.50 and 58.54.

d) Zelvia Lista Afriani (2018),”The Effect of Question Answer Relationship (QAR) Strategy in Teaching Students Reading Comprehension”

The aim of this study was to find out the effect of Question Answer Relationship (QAR) strategy in increasing students' reading comprehension. The method used in this research was quasi experimental design. The sample of this study was 30 students of X hospitality accommodation, selected by using the purposive sampling method. They were divided into two classes, 15 students as experimental class who were taught using Question Answer Relationship Strategy and 15 others as control classes who were not taught by using QAR Strategy. In collecting data, the researchers provide tests twice, namely pre-test and post-test. Before conducting the post-test the, researcher gave three treatments in the experimental and control classes with different teaching. The instrument used in this study was 20 multiple choice questions about narrative texts that had been declared valid. The data obtained from pre-test and post-test were analyzed by using t-test. The result of the t-table was 1.76 and the result of the t-test was

2.690. It revealed that the t-test is bigger than the t-table ($2.690 > 1.76$). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In brief, QAR Relationship Strategy can be one of effective ways in teaching reading for tenth grade students of SMK Yadika Model Lubuk Linggau.

e) **Mabruka Zakirah (2020) “The Effectiveness of Question Answer Relationship (QAR) Strategy on Students’ Reading Comprehension of Explanation Text at the Eleventh Grade of SMAN 04 Tangerang”**

The study was intended to find out the empirical evidence of the effectiveness of using of Question-Answer Relationship (QAR) strategy on reading comprehension in explanation text. The study used quantitative method with quasi-experimental design. The study used purposive sampling with the research sample totally 75 students which classified into two classes, experimental and controlled class. The population of this study was the eleventh grade of SMAN 4 Tangerang Selatan. The instrument used is reading comprehension test. Before giving the treatment, the students from both classes were given a pre-test to know what extent their ability in reading explanation text. The test consist of 20 multiple choice questions. At the end of the treatment, the students were given a post-test.

The data from both tests were analyzed by using t-test in SPSS 25. The result of mean score in the post-test revealed a significant improvement between pre-test and post-test. In pre-test, the experimental class got 51.76 while the controlled class got 61.58. In post-test, the experimental class got 76.89 and the controlled class got 71.45. The test of hypothesis showed that that sig. 2 tailed

was 0.028 while the determined alpha α was 0.05, which meant $0.028 < 0.05$. It was also supported by the result of effect size that 0.52.

It can be said that the H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. Thus, question-answer relationship strategy gave moderate level effect toward students' reading comprehension on explanation text.

f) Ica Dahlia (2015), "The Implementation Of Question Answer Relationship (QAR) Strategy In Teaching Reading Comprehension On Recount Text At The Eighth Grade Students' Of MTs Al-Fatah Tarakan"

In this research was conducted to determine the effectiveness of implementation of QAR strategy in teaching reading comprehension on recount text at the eighth grade students of MTs Al-Fatah Tarakan. The formula of the problem; is the implementation of the strategy QAR effective in teaching reading comprehension in recount text material. This research was a pre-experimental design using one-shot case study. The class experiment in this research was taken from class VIII-a MTs Al-Fatah Tarakan consisting of 18 students.

The research was conducted by giving treatment in the implementation of the QAR strategy on the recount text the experimental group then conducted posttest. Collecting data using the instrument of observation checklists, interviews, questionnaires and test. Instrument given after treatments. Results from this research showed that the implementation of QAR strategy effective in

teaching reading comprehension on recount text. At the hypothesis test used the z test right side obtained $Z_{count} = 1.245$ and the standard normal list with $\alpha = 0.05$ was obtained value of $z = 1.64$. This suggested that $H_1: \mu > KKM (75)$ was received. It could be concluded that the mean value of learning outcomes was greater than the experimental class in the KKM. Moreover, experiment class learning completeness reached only 77.78%

g) Nurhayati Nurhayati, Asnawi Muslem, AbdulManan (2019), “ The Effect of Implementation of QAR Strategy for Effective Teaching of Reading Comprehension ”

The objective of study was to investigate the effect of implementation of Question Answer Relationship(QAR) strategy on teaching reading comprehension at the third year students of MTsN 7 Aceh Besar. This study employed true experimental in which there were two classes taken as the sample, namely a control group which consisted of 21 students and an experimental group that consisted of 23 students. They were taken through random sampling technique. In addition, the data were collected through quantitative (pre-test and post-test) and qualitative method (questionnaire). The result shows that the mean of the post-test score of the experimental group was 73.69, while the mean of the post-test scores of control group is 65.64. By comparing t-test score with t-table score, it shows that the result of t-test was 3.08, while the result of t-table at a level of significance with $\alpha = 0,05$ was 2,021. It means that t-test score is higher than t-table score. The results indicate that alternative hypothesis was accepted and the null hypothesis was rejected.

Moreover, the students' responses toward the use of QAR strategy in learning reading comprehension were quite positive(80.9%). Finally, it can be inferred that QAR strategy is an effective strategy in teaching reading comprehension at the third year students of MTsN 7 Aceh Besar.

h) Citra Mustika Zulya (2017), “Improving Students' Reading Comprehension Through Question-Answer Relationship (QAR) Strategy”

The aim of this research was to find out whether there was a significant difference of students' reading comprehension before and after the implementation of Question-Answer Relationship (QAR) strategy at the first grade of MTsN 2 Lampung Selatan. This research was quantitative research. The subjects of this research were 22 students of the first grade at MTsN 2 Lampung Selatan. Reading comprehension tests were used to collect the data. The data were analyzed using t-test value (Repeated MeasureT-test) in which the significance was determined by $p < 0.05$. The result indicates that there was a statistically significant difference of the students' reading comprehension achievement with a significant level of 0.05. This suggests that QAR strategy facilitates to improve students' achievement in reading comprehension.

i) Putri Asilestari (2017), “The Effect of QAR Strategy To Improve Students' Reading Comprehension Of The Eight Year Students' at SMPN 2 Koto Kampar Hulu)”

The goal of the QAR strategy is helping the students in reading comprehension actively by analyzing various steps of questions. 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.

This research was an experimental research. It was conducted at SMA Negeri 2 Koto Kampar Hulu which located on kampar regency. The population of this research was the eight year students of SMP Negeri 2 Koto Kampar Hulu 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. This research focuses of QAR Strategy on students' Reading Comprehension.

The instrument of this research is reading test. The data collection technique that writer used to analyzed data is t-test. 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 The results of these tests were taken as data of this research.

j) Ayunin, Qurrota (2020), "The Effectiveness of QAR Strategy to Students' Reading Comprehension (A Pre Experimental Study in the Seventh Grade of SMPN 2 Ponorogo"

Reading could be the English skill for success in educational context. Through reading, students can get new information and knowledge. In improving the students' achievement, the teacher has an important role in teaching reading. The teacher should be creative in finding better strategies to deliver the materials. Therefore, question answer relationship is one strategy which can be used to solve the problems in reading comprehension. By using QAR strategy, students need not to spend their many times looking at reading passage in order to find answer that belong to in my head question as the question needs students to answer the question by using their background knowledge.

The objective of the study is to know there is any significant different score in reading comprehension at seventh grade of SMPN 2 Ponorogo before and after being taught by QAR strategy. The research applied quantitative approach and used a pre experimental design. The population of this research was the whole students of VII class consisted of 288 students of SMPN 2 Ponorogo in academic year 2019/2020 and the sample was VIIB that consisted of 32 students sample technique. The research was taken as the sample using sample random sampling. The data was collected using test. To analyze data, the researcher used the formula "t" test as procedure of data analysis. The result of this research showed that the value of (t_0) between students' who are taught before and after using QAR strategy was 5,0633. The t_0 at level of significance 5% with $db=31$ was "t" index (t_t) 2,03. Therefore $t_0 > t_t$, so H_a was accepted. There was any significant differences score in reading comprehension before and after being taught by QAR strategy.

2.6 Conceptual Framework

Reading is one of language skills is thought to be important is teaching-learning process. But important is teaching-learning many students think that reading is just an activity of saying words correctly from the written words Reading is not only source of information, but also an active process which consists of recognition and comprehension skill. Reading comprehension is the essence of reading, one reason why students read is to see if they themselves can understand what the text is about. Comprehension is the essence of reading. A reader who is reading tries to connect to the text being read. Strategy is a detailed list of rules or a guideline for any (teaching) activity. And the considering the problem, the writer purposes the Questioning Techniques. A question strategy is b help students recognize the important ideas contained in a text. The types of reading skills: skimming, scanning, oral reading, and use strategy QAR. By applying these strategies, the writer expected that the students can get the purpose for increasing their understanding upon text and can increase their scores in reading comprehension.

2.7 Hypothesis

Based on the theoretical framework, the researcher formulates the following hypothesis :

Ha : There is a significant effect of using QAR teaching technique on reading comprehension.

Ho : there is no significant effect using QAR teaching technique on reading comprehension.