THE USE OF QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY TO IMPROVE THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT JUNIOR HIGH SCHOOL

THESIS

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LANGUAGE AND ARTS DEPARTMENT
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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at t the English Education Program, Language and Art Department, the Faculty of Teacher Training and Education, The University of Jember

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Imam Hanafi and Darliyati
2. My beloved sister, Mita Qurrota A'yun Hunaidar
3. All of my lecturers
4. All of my friends
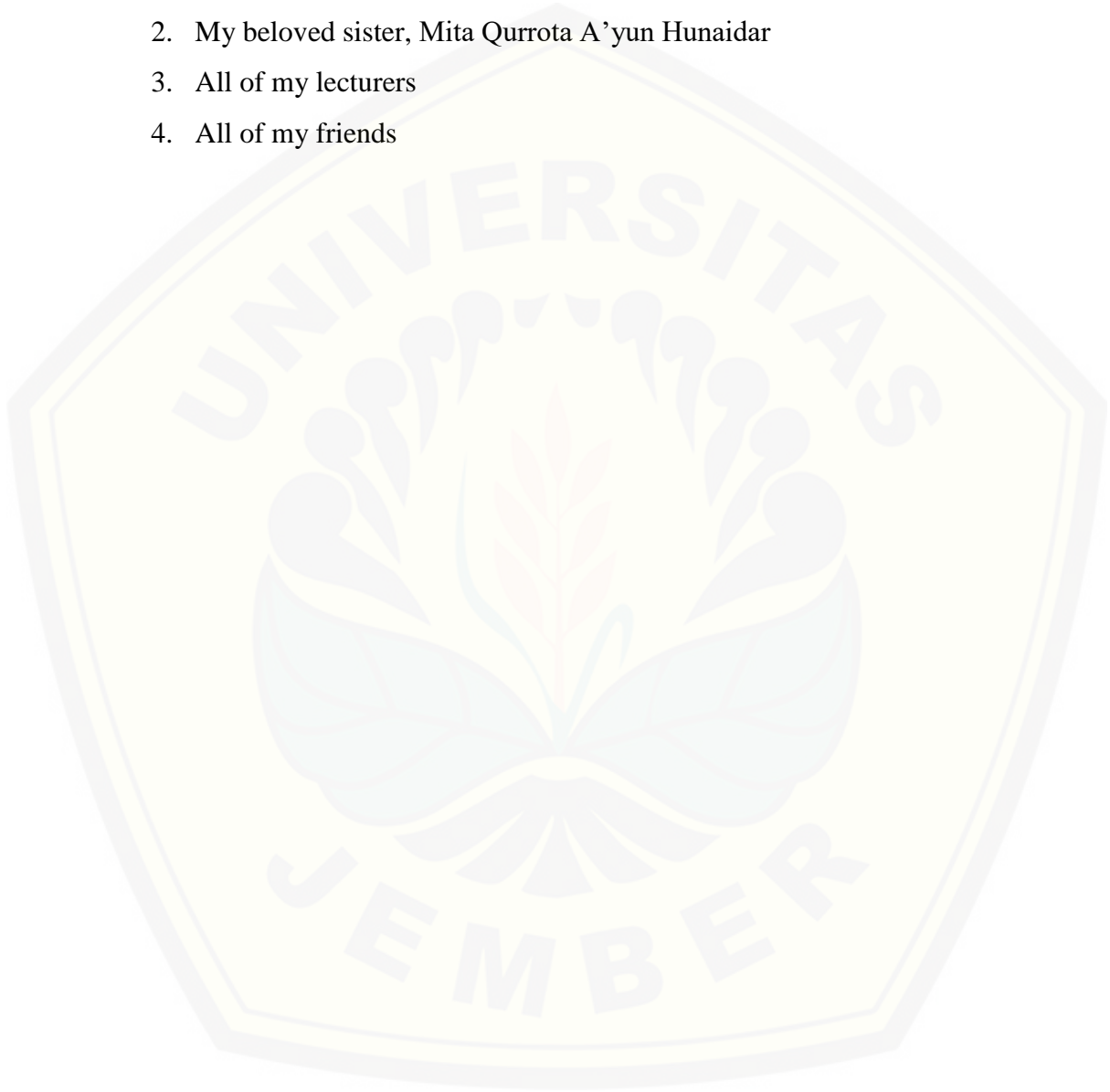
MOTTO

"Accept responsibility for your life. Know that it is you who will get you where you want to go, no one else."

(Les Brown)

STATEMENT OF THE THESIS AUTHENTICITY

I certify that this research is an original work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been allowed.

Jember, November 2020
The writer

Febriana Silvia Sukma Hunaidar
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CONSULTANTS' APPROVAL

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APPROVAL OF THE EXAMINATION COMMITEE

This thesis entitled "**The Use of Question Answer Relationship (QAR) Strategy to Improve the Eighth Grade Students' Reading Comprehension Achievement at Junior High School**" is approved by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

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I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength to finish the thesis entitled "The Use of Question Answer Relationship (QAR) Strategy to Improve the Eighth Grade Students' Reading Comprehension Achievement at Junior High School".

In this occasion, I would like to express the deepest thanks to:

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I believe that this thesis have some weaknesses. Therefore, any criticism from those who want to improve the thesis will be appreciated.

Jember, November 2020

The Writer

SUMMARY

The Use of Question Answer Relationship (QAR) Strategy to Improve the Eighth Grade Students' Reading Comprehension Achievement at Junior High School. Febriana Silvia Sukma Hunaidar, 160210401048; 2020; 97 pages; English Education Program; Language and Arts Department; the Faculty of Teacher Training and Education, the University of Jember.

This research was conducted by using classroom action research. This research focused on the use the QAR Strategy to improve the students' reading comprehension achievement and students' active participation of recount text at SMPN 7 Jember in the 2019/2020 academic year. Reading is one of the skills in learning English. Reading is a process of interaction between the readers and the text to translate and interpret to get the meaning and the information from the text that leads to comprehension.

The reasons of conducting this research were to solve the students' problems and to improve students' achievement in reading comprehension of recount text. Based on the interview with one of the English teachers at SMPN 7 Jember, it was found that most of the students had problem with their reading comprehension. It was known from their scores that they were under the minimum score of that school, they were lack of vocabulary, and they had less motivation, less concentration, and less active participation. The researcher conducted this research to solve the students' problems, improved their reading achievement, and to make the teaching reading of recount text more effective and efficient by using the QAR Strategy. In collecting the data, the researcher conducted a reading test and observation through virtual class by using Google Meet Application, it was due to the Covid-19 of pandemic that cannot be estimated when it will end.

This research was conducted in 1 cycle. The implementation of the action in the first and the second meeting were used to teach reading comprehension by using the QAR Strategy based on the lesson plan constructed. The third meeting was used to conduct a reading test by using Google Form as the (media). This classroom research was conducted collaboratively with the English teacher in

order to observe the students' activity while joining the teaching and learning process. The observation was used to know the best way of reading comprehension achievement by using the QAR Strategy.

Based on the observation results, the percentage in meeting 1 showed that there were 67.64% or 23 of 34 students who were active. It means that the active participants were less than 70% of the total number of the students. In meeting 2 showed that there were 79.41% or 27 of 34 students who could be categorized as active participants. This result showed that the students' active participation improved 11.77 %. So, the criteria of the research success dealing with the students' active participation were at least 70 % of the students who were active in the teaching-learning process, it was already achieved in the second meeting.

In addition, that there was improvement on the students' reading comprehension achievement in recount text. It could be proved from the percentage of the students who got score ≥70 were 76.47%. While, before applying the QAR Strategy for teaching reading comprehension, the percentage of the students who got score ≥70 were 52.94%. Hence, it could be concluded that the use of the QAR Strategy was successful in improving the students' active participation and the students' reading achievement in recount text.

TABLE OF CONTENS

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This chapter presents the research background, the research question, the research objectives, and the research contribution. The explanation of each part is presented respectively.

1.1 Research Background

Everyone needs to communicate with other people to know what they want to say. Through language, many people can express their ideas, feelings, opinion, etc. English as an international language is important for people to communicate with other people in the world, and they use English to help them communicate easier. For example, through social media, they can communicate with each other. In Indonesia, English is not a mother tongue. Therefore, students should learn continuously to use English correctly and appropriately in many aspects of human life as education, entertainment, business, politic, and so on. Teaching a language means teaching how to use that language in communication. In Indonesia, English is the first foreign language that is taught from elementary school level until university level. English has four skills to be learned and developed for students. They are listening, speaking, reading, and writing, and the language components consist of grammar, pronunciation, and vocabulary. On this occasion, the researcher focuses on reading skills.

Reading is one of the skills in learning English. According to Pourhosein Gilakjani & Sabouri (2016) that reading comprehension is a process of comprehending and create meaning of the text. Reading is one of the skills that are important in learning English. Reading is important to developing students' knowledge about the content of the text, the meaning of the text, also the generic structure of the text.

Teaching reading is not easy. Based on the interview that was conducted by the researcher, the teacher had many problems in the teaching-learning process, especially in teaching reading comprehension. The teacher had experiences when

teaching reading in the classroom. She applied some steps in teaching reading comprehension. The teacher instructed the students to read the text and then answer the questions based on the text. In this step, the teacher had a new problem that the students found difficulty in understanding well about the content of the text, some students also had less motivation, concentration, and active participation in understanding the text. Therefore, when the teacher asked, not all students responded to the teacher's question. The students did not focus on the teacher's explanation of the material, and did not pay attention to the teacher. Even, they enjoyed talking with their friends in a small voice, but it could disturb the ongoing learning process in the classroom and other students who wanted to listen to the teacher's explanation. While the teacher only asked the students to listen about the material and stopped talking to friends. But it looked like they felt bored if they asked to read the text and after that, they should do an exercise based on the text while they did not understand the questions well. Moreover, they have not some strategy to do the exercise. Those can affect students' active participation and their score achievement. There are some strategies that use to face the problem of teaching and learning reading comprehension. The researcher using QAR Strategy to face the problem and also to motivate students to be active participants. This strategy showed to the students to understand about the questions structurally start from easy till hard. It makes the students enjoy when they learning text on reading material. In this occasion the researcher wants to use one of several strategies that are QAR Strategy to improve students' reading comprehension achievement.

Using QAR as a strategy is appropriate for teaching reading comprehension because this strategy can make the students interesting in the teaching-learning process. According to Ezell, et al., (1996) Question answer Relationship was first described by Pearson and Johnson (1978) and was later refined by Raphael and Pearson (1985). Raphael (1986) stated that QAR was a metacognitive approach that helped children understand various ways to answer questions about reading material (i.e., who, what, when, where, why, how, and which). Besides, the use of this strategy to help students understand the materials, especially about reading

comprehension material. Besides, the QAR was also used to measure the students' quality in reading comprehension to achieve the target of reading comprehension.

Many researchers have done classroom research by implementing QAR strategies. The first was (Anggun, 2017) who conducted research entitled "The Effect of Question Answer Strategy on Students' Reading comprehension of Narrative text at the eighth grade of SMP Muhammadiyah 4 Giri." The research design used quantitative research. By applying this strategy, she could improve the students' achievement, especially in narrative text. She found that the improvement of students' reading comprehension achievement on the narrative text was also followed by the improvement of their active participation in the process of teaching reading comprehension through the QAR Strategy. There was a difference between her research and this research in the use of the QAR Strategy. She used quantitative research, which belongs to experimental research, and she also used the QAR Strategy to know how the significant effect of the Question-Answer Relationship strategy (QAR) on the reading comprehension of narrative text students at eighth grade SMP Muhammadiyah 4 Giri. This research used the QAR Strategy to improve reading comprehension achievement in recount text. Besides, Ezell et al. (1996) claim that She was applied the QAR Strategy to college students and found the QAR Strategy is effective to help students in English reading class, and the students' answering improved by using the QAR training.

Based on the explanation above, the researcher is interested in conducting a research entitled "The use of Question-Answer Relationship to Improve the Eighth Grade Students' Reading Achievement at Junior High School".

1.2 Research Question

1. How can the use of the QAR Strategy improve the Eighth-grade Students' participation in the teaching-learning process of reading comprehension of recount text?

2. How can the use of the QAR Strategy improve the Eighth-grade Students' reading comprehension achievement in the teaching-learning process?

1.3 Research Objectives

1. To improve the Eighth-grade Students' participation in the teaching-learning process of reading comprehension of recount text by using the QAR Strategy.

2. To improve the Eighth-grade Students' reading comprehension achievement by using the QAR Strategy.

1.4 Research Contribution

The research is expected to give two contributions:

1.4.1 Empirical Contribution

The result of this research are expected for the next researchers as their references if they want to conduct their research in the same study in using the QAR Strategy more on the students' reading comprehension achievement problems.

1.4.2 Practical Contribution

a. For the Teacher

The finding of the study by using the QAR Strategy are expected more useful and give information that this strategy is appropriate to apply in the teaching-learning process to help the students understanding the reading of the text.

b. For the students

The finding of the study can motivate the students in reading comprehension and also more understand about the content of the text using the QAR Strategy and have a new learning experience of English learning by themselves in reading comprehension by using the QAR Strategy.

c. For the Future Researcher

The finding of the study can be used by future researchers as a reference and source information for conducting further research dealing with a similar problem of reading. In other words, particularly on similar problems with a different or the same research design by using the QAR Strategy in teaching reading to improve the students' reading comprehension achievement.

CHAPTER 2. LITERATURE REVIEW

This chapter presents about the theoretical review. It includes Reading comprehension achievement, teaching reading at junior high school, recount text, students' active participant, Question answer relationship strategy in teaching reading, the procedure of QAR Strategy, the advantages of QAR Strategy, previous studies, and actions hypothesis.

2.1. Reading Comprehension Achievement

Reading is one of the important things in learning English which is learned by the Indonesian school students. There are many levels of reading skills, especially in reading comprehension. According to Gilakjani and Sabouri (2016), that reading comprehension is a process understanding and create meaning of the text. They state the main purpose of reading is to understand or comprehend the communication between the author and the authors' audience. Based on the explanation above, it can be concluded that reading comprehension is a process to understand words, sentences, paragraphs, and text. Reading is also the process of interaction between the readers and the text to translate and interpret to get the meaning and the information from the text that leads to comprehension.

The teacher should develop knowledge of the process of reading comprehension. The teacher also should give the question to the student to know the students' understand the content of the text. In this research, students' reading comprehension achievement is the result of the reading test conducted after the action. The result of the test is presented in the form of a score. The test in reading comprehension includes word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

2.2. Teaching Reading at Junior High School

There are several types of teaching reading at junior high school. Based on K13 (kurikulum 2013) there are five genres that students should learn. They are recount text, narrative text, descriptive text, report text, and procedure text which

every type has its own characteristics. Purba (2018) states that narrative text is a kind of text to tell the activity or events in the past, it has problematic experiences and resolutions to give moral value to the readers. The generic structure of the narrative text is orientation, complication, resolution, re-orientation. The characteristics of this text is always using past tense, using temporal conjunction (then, before, after), using the adjective, adverb, and adverbial phrase. (British Course, 2017) state that Report text is a text that gives information in general. The function of this text is announcing the result of an investigation or information. Knapp & Watkins (2005), showed that descriptive text is a text whose purpose is to describe a person or a thing and to describe a place or thing. It focuses on specific participants, uses adjectives and uses simple present tenses. According to Aswadi and Marleni (2018), Procedure Text is a text designed to describe how something is accomplished through a series of steps. The purpose is to explain how something can be done, the examples are recipes and manual instructions, etc. The characteristic of this text is using the present tense; the sentences begin with action verbs and the use of linking words to connect the text and to indicate sequence. The last is recount text, Natael, S. et. al (2014) state that, recount text is a text that retells the sequenced experiences or events in the past. In this research recount text was chosen as one of the variables.

2.3. Recount Text

Based on the standard competencies, the eighth-grade students of junior high school have to master some text, including descriptive text, recount text, and narrative text. Related to this research, the researcher focused on recount text which one of the texts that had to be mastered by the eighth-grade students of junior high school.

Recount is kind of the text, according to (Asni, Susanti, & Sulistiyo, 2018) which a form of text that to retell experiences or events in the past in chronological order or sequence, that show participant and event that happened in the past in order to entertain or inform about the past activity to the reader or listener. The function of the recount texts is to entertain or inform about the past

activity to the readers, recount text can also be written to teach or inform, to share experience something to the others. There are the structures of recount text:

1. Orientation: It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened
2. Events: A series of events, ordered in a chronological sequence.
3. Re-orientation: A personal comment about the event or what happened in the end.

The Language Features of recount text:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
3. Using the conjunctions, such as: then, before, after, etc.
4. Using action verb e.g. went, stayed

(*Adopted from http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php*)

In this research, there were some reasons to use recount text to teach the students. First, recount text is one of the texts that use in junior high school because contained in the K13 curriculum where the text genres are taught in the eighth-grade students. Second, recount text allows the readers to follow the story in the text easily since the events of the story are arranged in chronological order. Third, recount text provides a story that can share experiences with the other readers that can be taken and applied by the readers into existence. Last, the teacher can ask the students to tell the main idea of the story, and some things that happen.

2.4. Students' Active Participation

The students' active participation in this research refers to the students' activeness in the reading teaching and learning process in the classroom. The students' active participation was identified by their active role during the online

teaching-learning process of reading recount text by using the QAR Strategy. The students were categorized as active participants if they fulfilled at least three indicators. Then, the students considered as a passive participant if they do less three indicators of the four the indicators include:

a. students answered the teacher's oral questions,

b. students asked to the teacher,

c. students discussed the QAR Strategy and text with the partner,

d. students did the exercises given by the teacher.

2.5. Question Answer Relationship Strategy in Teaching Reading

Teaching is an activity to make an interaction between teachers and students. In the teaching process the teacher shares knowledge to the students, it means that the teacher helps the students to understand or to know anything. To make students understand the text, teacher should teach them with some strategies and the teacher chooses one of the suitable text to make students easy to understand. The strategy is important to teaching reading skill because it makes help student easy to understand about the content in the text. The strategy also has many kinds of teaching reading, especially the question-answer strategy (QAR).

Question Answer Relationship was first described by Pearson and Johnson (1978) and was later refined by Raphael and Pearson (1985) and Raphael (1986). QAR is **a metacognitive approach** that helps children understand various ways to answer questions about reading material. It teaches children about question words (i.e., who, what, when, where, why, how, and which) or such concepts as main ideas or character traits (Barrett, 1976). According to Kinniburgh & Shaw (2008) The question-answer relationship (QAR) strategy, a reading comprehension strategy, can be used to help students in understanding the relationship between questions and answers, through this strategy the teacher makes the students easy to answer and finding the question. This strategy is appropriate for teaching reading skills because this strategy can measure students' quality in the understanding of the text. Raphael (1986) and Raphael and Pearson (1982) have devised the QAR Strategy as a way for students to understand that the

answer to a question is directly related to the type of question that is asked. The question in this context to recall how deeply they understand the contents of the text. According to Ezell et al., (1996) there are **four question types** include Right There, Think and Search, Author and You, and On My Own question.

1. In the book Question

   a. Right there

   It is called right there if the question which answers can be found in the text. It is easy to find the answer. The information is found in one place. The examples of questions are *who is the main character in this story? , where does the story take place?* Meanwhile, the steps which may be taken to answer *right there* questions are (1) reread, (2) scan and (3) look for keywords;

   b. Think and Search

   It is called think and search if the question whose answer is to think and search, the answer is in the selection, but the answer is gathered from several parts of the text and then put together to make meaning.

2. In My Head Question

   a. Author and You

   It is called the author and you if the answer not obviously stated in the text. It needs to think about the content that already known and related to the students' background knowledge in order to answer the question correctly, also what the author tells the content in the text.

   b. My own question

   It is called my own question if the answer based on the students' experience and background knowledge. It's mean the answer is not text-based Even, the students can answer without reading the text.

2.5.1. The procedure of QAR Strategy

QAR is a strategy to make it easy for the students to understand about the content of the text. This strategy use question answer to know students understanding in the text. There are some steps to use the QAR Strategy adapted from Green (2016). The implementation in the virtual class is noted below.

1. Explaining the concept of QAR to the students through virtual class, show the four types include, right there question, think and search question, author and you, and my own question.

2. The teacher gives explanation about the procedure using the QAR Strategy.

3. The teacher gives a short passage and question, than ask to the students to read.

4. After the students read of the content of the text on the PPT, the teacher ask to the student to answer questions and identify the four the QAR Strategy categories on the paper as Task 1.

5. Discuss together about the answer and types of question of the QAR Strategy, the teacher give explanation about the answer and question relate, and also find the answer easy. For the Task 2 and 3, the teacher asked to the students did the task on the Google Form.

2.5.2. The Advantages of QAR Strategy to Teaching Reading

The following are the advantages of QAR (Reading Rockets, 2011):

1. The QAR Strategy can improve students' reading comprehension through the steps

2. The QAR Strategy teaches students how to ask questions about their reading and where to find the answers to them.

3. The QAR Strategy encourages the readers to think about the selection from four perspectives

4. This strategy learn recognize the different types of thinking needed when answering question

2.5.3.   The Disadvantages of QAR Strategy to Teaching Reading

Besides the advantages, the QAR Startegy also had limitations, according to Sa'daulloh M. (2016) stated that:

1.   The QAR only helps to given an overview of the question-answer types, not ensure the correct answer.
2.   The QAR could only be best regarded as a monitoring tool to help readers achieve feedback on their responses.
3.   If the students were unable to look back at their text, then it was difficult for them to confidently identify where the questions and response were located.

The researcher concluded about the disadvantages the QAR Startegy to teach reading comprehension. First, the students found the difficulty in the task when they did not know the meaning of the text. Second, the students found difficulty in answering the comprehension question, when they have to related it with their background knowledge. The result of using QAR Strategy in different context might gave different result.

2.6. Previous Studies

Based on the strategy that was used by the researcher, there were some previous studies focused on teaching reading comprehension using the QAR Strategy. The first research conducted by, Nurhayati, A. et. al (2019) entitled "QAR Strategy for Effective Teaching of Reading Comprehension". This research was conducted in MTsN 7 Aceh Besar in the ninth grade. This research was conducted by using experimental research. The data was collected through a pre-test that used before the researcher conducted the action, post-test that used after the researcher conducted in order to know the result of the using the QAR Strategy is an effective strategy in teaching reading comprehension, and questionnaire. By using the QAR Strategy to teaching reading comprehension in descriptive text, 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 the control group is 65.64. This shows that using the QAR Strategy is an effective

strategy in teaching reading comprehension at third-year students of MTsN 7 Aceh Besar.

The second researcher was conducted by Erdiana. et. al (2017) entitled "QAR Strategy Implementation for Reading Comprehension of Recount Text". This research was conducted at MTsN Model, Banda Aceh in the eighth grade which consisted of 36 students. This research was conducted by using experimental research. Based on the research instrument, the data was a set of essay test which were divided into pre-test and post-test, pre-test was given to know the students' reading comprehension before the QAR Strategy was applied, whereas post-test was given to measure the progress of the students' reading comprehension after the strategy was applied. The result of this research was analyzed by using paired t – test formula. After applying the strategy, the score could be an evidence of students' improvement. The result of the data after calculated by using that formula the mean score of pre-test was 73.05 and the mean score of post-test was 87.22. It means that the mean score of post-test higher than the mean score of pre-test. It can be concluded that the QAR Strategy can make the students activate their prior knowledge, and enhance their interest and participation in the learning and teaching process. The result of this research, the QAR Strategy is successful in improving students reading comprehension of the recount text at MTsN model Banda Aceh.

The third research, (Aziz, 2017) entitled " The Experimental Research of Using Question-Answer Relationship (QAR) Strategy in teaching reading comprehension for Indonesia Students in Junior High School" states that He used quasi-experimental. The population of this research was eight grade students of SMPN 2 Kota Solok in the academic year 2016/2017 which consisted of 11 classes (356 students). The sample was chosen by using cluster random sampling, VIII.1 as an experimental class (32 students) and VIII.2 as the control class (32 students). The instrument was applied by using a reading comprehension test. The data were analyzed by using the Liliefors test for normality testing, Variance test for homogeneity testing and T-test for hypothesis testing. The result of his

research show that taught using the QAR Strategy in reading comprehension had better than who were taught using conventional strategy.

From the results of 3 previous studies above, there are some differences with this research. The researcher conducted this research because both of the previous studies had the same result in improving students' reading comprehension and improved their scores. For the other result of this research, first, this research used the QAR Strategy to improve their quality in reading comprehension. Second, they have deeply learned the content of the text by using 4 questions, so the researcher can improve the students' participation and their score in the target score. The last, the researcher used recount text to conduct this research to make the students interested in the text since the text retells a holiday story from which the students could get some experiences. However, in the two previous studies, they used descriptive text and report text.

2.7. Actions Hypothesis

There are two actions hypothesis of using the QAR Strategy to improve reading comprehension:

1. If the QAR Strategy is applied in the teaching-learning process of reading comprehension achievement, so the students' active participation in class VIII can be improved.

2. If the QAR Strategy is applied in the teaching-learning process of reading comprehension achievement, so the students' reading achievement of class VIII can be improved.

CHAPTER 3. RESEARCH METHOD

This chapter presents the research methods applied in this research. It covers the research design, area determination method, research participants and operational definition of the key terms, data collection method, and the research procedure. The explanations are presented respectively below.

3.1. Research Design

The design of this research was classroom action research to improve the students' reading comprehension achievement and students' active participation in recount text by using the QAR Strategy. According to Phillips and Carr (2010), classroom action research was systematic actions done by teachers to collect information about, afterward enhance the method, their specific educational setting, their teaching, and their student learning. In this case, this research can be intended to improve the eighth-grade students' participation, and their achievement in reading recount text by using the QAR Strategy through online class used Google Meet Application as a media.

This classroom research was conducted collaboratively with the English teacher. The collaboration focused on identifying the problems faced by the students in reading class, carrying out the action in teaching reading, doing class observation, and reflection.

The action research was conducted in a cycle, model each cycle has four stages of activities, namely (1) planning of the action, (2) the implementation of the action, (3) the classroom observation and evaluation (4) the reflection of the action (Kemmis and McTaggart),1992. In the planning of the action, the researcher prepares instructional material and construct a lesson plan. Then, the researcher applied the lesson plan and instructional material in the online class as an implementation of the action while teaching-learning process. Then, the evaluation of the result of the observation followed. Reflection was used to answer the research problem.

The design of this classroom action research is illustrated in the following diagram:

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┌─────────────────────────┐    ┌─────────────────────────┐    ┌─────────────────────────┐
│ Preliminary Study       │    │ Planning the Action:    │    │ Implementing:           │
│  1. Interviewing an     │    │  1. Preparing the       │    │                         │
│     English teacher.    │──► │     materials (         │──► │  1. Teaching reading    │
│  2. Doing class         │    │     choosing the        │    │     comprehension       │
│     observation         │    │     theme and sub-      │    │     using the QAR       │
│  3.  Fact-finding of the│    │     theme)              │    │     Strategy            │
│     classroom's         │    │  2. Constructing the    │    │                         │
│     problems.           │    │     lesson plan.        │    │                         │
│  4. Determining the     │    │                         │    │                         │
│     action.             │    │                         │    │                         │
└─────────────────────────┘    └─────────────────────────┘    └─────────────────────────┘

┌─────────────────────────┐    ┌─────────────────────────┐    ┌─────────────────────────┐
│ Revising some aspects   │    │ The results do not meet │    │ Reflecting:             │
│ which made the cycle    │◄── │ the research target.    │◄── │                         │
│ 1 failed.               │    │                         │    │  1. Analysis            │
└─────────────────────────┘    └─────────────────────────┘    │  2. Reflection          │
                                                               │  3. Evaluation          │
┌─────────────────────────┐    ┌─────────────────────────┐    │                         │
│ Reporting the result    │◄── │ The results meet the    │◄── │                         │
│                         │    │ research target         │    │                         │
└─────────────────────────┘    └─────────────────────────┘    └─────────────────────────┘
```

Adapted from Kemmis and McTaggart (1992)

The procedures of the research activities are as follows:

1. Interviewing the English teacher to get the information related to the students' problems in reading comprehension, the teaching and learning process, and the materials used to teach reading comprehension.

2. Finding out the documents (the names of the research subjects, the curriculum, and the students' scores in reading comprehension test from the teacher).

3. Doing class observation to know the class situation and the students' problems in participation while the teaching-learning process of reading comprehension.

4. Preparing the materials by constructing the lesson plan for the first cycle (meeting 1 and meeting 2), constructing a reading test.

5. Implementing the action in the first cycle (teaching reading by using the QAR Strategy) through virtual class

6. Observing the students' activities done by the English Teacher of SMPN 7 Jember.

7. Administering a reading comprehension test by answer the question using the QAR Strategy to the research subject for the first cycle.

8. Analyzing the result of observation followed by analyzing the result of the reading test.

9. Reflecting on the result of data analysis and concluding to answer the research questions. If the results have not achieved the research objectives, the action has proceeded to the next cycle. If the results have achieved the action is accomplished.

3.2 Research Context

This research was conducted at SMPN 7 Jember. In this research, the researcher chose this school because of the following reasons. Those are the headmaster permitted the researcher to conduct the research in this school, the curriculum used in the school is the curriculum (K13), the English teacher was interested in collaboration in this study to solve the students' problem and to improve the students' achievement, the last is the teacher could provide relevant data to the researcher.

3.3 Research Participant

The participants of the research were the eighth-grade students of SMPN 7 Jember. There were ten classes in class eight, as informed by the English teacher. Based on the previous score, the English teacher suggested to the researcher conduct this research in class 8i, because this class had problems with reading comprehension and the students' score. There were only 18 students of 34

students who got 70 and scores higher than 70 in reading test. In other words, only 52.94% of the students achieved the passing grade score of the school.

3.4 The Data Collection Method

This research was conducted online by using Google meet Application. It was due to the COVID-19 pandemic that cannot be estimated when it will end. There were 2 data collection methods required in this research. They were primary data and supporting data. The primary data include reading comprehension tests and observation, while the supporting data included interviews and documentation. Each point was explained in the following parts.

3.4.1. Primary data

The primary data collection in this research includes reading comprehension test, observation, and Google Meet Application as the media for retrieved the data virtually.

3.4.1.1 Reading Comprehension Test

A reading comprehension test was used to obtain the data of the students' reading achievement. According to Brown (2004:3), a test is an instrument that presents a set of techniques, procedures, or items that can be used to measure a person's ability, knowledge, or performance in a certain area. In relation to the test, Hughes (2003:11) classifies test into four types. They are proficiency tests, achievement tests, diagnostic tests, and placement tests. The achievement test will be applied in this research because it measures the students' mastery of the materials taught (Heaton, 1991:112). The purpose of this test is to know how successful individual students will achieve the goal of the teaching and learning process.

Based on the scoring system, a test can be classified into two kinds; they are an objective test and subjective test (Heaton, 1991:25). In this research, the reading comprehension test was given in the form of an objective type of multiple-choice, format containing the indicators of the research, they were word comprehension, sentence comprehension, paragraph comprehension, and text

comprehension. The students chose one of the answers from the four options to provide.

The reading comprehension test was given at the end of the cycle, and the reading test is taken online class using Google Form as a media. The test consisted of 25 items of multiple-choice formats. The total score of the test items is 100, and the time allocation to do the test is 60 minutes. The students are categorized to pass the test if they can achieve the minimum standard score that was 70.

3.4.1.2. Observation

The observation was done in each meeting of the cycle on the virtual class. The most effective way of the observation to use an observation instrument that aimed to know the students' active participation during the teaching-learning process of reading comprehension by using the QAR Strategy and Google Meet Application as a media. Besides, the researcher also did an observation in the preliminary study. The purpose of conducting observation in the preliminary study was to know the teaching-learning process in that school and to know whether the students were interested and active in the learning process or not. The students were categorized as the active participants if they fulfill at least three indicators, while the students were categorized as the passive participants if they less three indicators of the four indicators.

Table 3.1 Observation Checklist of Students' active Participation

No	Name	Indicators				Total Score	Active	Passive
		1	2	3	4			

The indicators of observation are:

1. The students answer the teacher's oral questions.

2. The students ask the teacher.

3. The students discuss the QAR Strategy and text with the partner.

4. The students do the exercises given by the teacher.

3.4.1.3 Google Meet Application

The researcher did this research through Google meet Application. Google Meet Application was an application that helps the researcher teach all students via video call. This application could accommodate 100 participants. That was why the researcher chose this application as the instructional media to take the data.

3.4.2. Secondary Data

The secondary data collection used in this research to support the primary data includes interview, documentation, and data analysis method.

3.4.2.1. Interview

In this research, an interview was conducted with the English teacher in the preliminary study on august 4th 2019 in class VIII. McMillan (1992:132) states that an interview is a form of data collection in which questions are asked orally. The interview was conducted to get data about students' problems in reading comprehension and the technique used by the English teacher during teaching reading.

3.4.2.1. Documentation

Documentation aimed to acquire the names of the research participants and the previous reading test score before the action. The researcher got the students' names list and the students' previous scores of reading tests from the English teacher that the researcher collaborated with within this research.

3.5 Data Analysis Method

To found out the percentage of the students who were active in the teaching and learning process, the researcher used this formula. This research was successful if the percentage of the students who were active in the teaching-learning process was >70%, as the following formula:

$$E = A/N \times 100\%$$

Note:

E: The percentage of the students' active participation
A: The total number of students who were active
N: The total number of students joining the classroom.

(Cohen, 2007:312)

The percentage of the students who got at least 70 in the reading test was analyzed using the following formula. This research was successful if the percentage of the students who were pass the reading test is >70%, as the following formula:

$$E = A/N \times 100\%$$

Note:

E: The percentage of the students who achieved reading test ≥ 70
A: The total number of students who achieved reading test ≥ 70
N: The total number of students joining the classroom.

(Cohen 2007:312)

CHAPTER 5. CONCLUSION

This chapter present the conclusion of this research. It includes of the conclusion and the suggestion for the English teacher and the next researcher.

5.1 Conclusion

Based on the result of the observation and evaluation, the conclusion can be concluded that:

1. The use of the QAR Strategy could improve the eighth-grade students' active participation during the teaching-learning process of reading comprehension in recount text at SMPN 7 Jember. It could see in the result of observation showing that there was an improvement of the students' active participation, the percentage showed that 67.64% in meeting 1 to 79.41 % in meeting 2.

2. The use of the QAR Strategy could improve the eighth-grade students' reading comprehension achievement of recount text at SMPN 7 Jember. The improvement could see from the percentage of the students' achievement in reading comprehension after applying reading tasks using strategy was 76.47%, 26 students got the score 70 or more, and 8 students got a score less than 70

Thus, It could be seen the result had achieved the standard score requirement that was targeted in this research. The use of the QAR Strategy could improve the eighth-grade students' active participation and students' reading comprehension achievement at SMPN 7 Jember.

5.2 Suggestion

Based on the findings of this research, some suggestion were proposed to the English teacher and the next researcher.

5.2.1 The English teacher

Based on the result of this research, for the English teacher who gets difficulties in teaching reading. This strategy is suggested for teaching reading to help the students improve their reading comprehension achievement.

5.2.2 The next Researcher

For the next researcher, the result of this research are expected to give more information about teaching reading using the QAR Strategy. It is useful for the next researcher who are interested in conducting research about reading by using the QAR Strategy in different levels, material, and method.

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APPENDICES

Appendix A

					RESEARCH MATRIX	
Title	Research Question	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Use QAR Strategy to Improve the Eight Grade Students' Reading Comprehension Achievement at Junior High School	1. How can the use of QAR Strategy to improve the students' participation on reading comprehension by recount text? 2. How can the use of QAR Strategy help the students' reading comprehension achievement in the teaching-learning process of reading?	a. Independent Variable: The use of QAR Strategy in teaching reading class. b. Dependent variable : The students' active participation in reading teaching-learning process of recount text by using the QAR Strategy. Improving the eighth grade students' reading comprehension achievement by using the QAR Strategy	1. Teaching reading of recount text by using the QAR Strategy. 2. Students' active participation in : a. Reading a recount text accompanied by the QAR Strategy. b. Answering the teacher's oral question. c. Discussing the QAR Strategy and analysis the questions with the partner. d. Doing the reading exercise	**Respondents :** The students of class VIII of junior high school **Collaborator :** The English teacher **Documents :** a. The names of the research subject b. The students' score in the last reading daily test. c. English syllabus and curriculum for Junior High School	**1. Research Design** Classroom Action Research with cycle model : a. The planning of the action. b. The implementation of the action c. Classroom observation d. Reflection of the action and evaluation. **2. Research Context** Purposive method. **3. Research participant** Junior high school **4. Data Collection method :** a. Interview b. Observation c. Reading Comprehension Test d. Documentation **5. Data analysis method :** a. students active participation analyzed by using the following formula : b. $E = A/N \times 100\%$ E : the students' active participation A : The total number of the students who were active. N : The total number of the students.	a. The students' active participation in class VIII can be improved if the QAR Strategy is applied in the teaching-learning process of reading comprehension achievement b. The students' reading achievement of class VIII can be improved if the QAR Strategy is applied in the teaching-learning process of reading comprehension achievement

Appendix B

LESSON PLAN

(Meeting 1 / Cycle 1)

School	: SMP Negeri 7 Jember
Subject	: English
Grade/semester	: VIII / 2
Language skill	: Reading
Type of Text	: Recount Text
Theme	: Holiday
Time Allocation	: 2 x 40 minutes

A. CORE COMPETENCE

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi, danmembuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1. Mentioning the function of simple *Recount Text* about the holiday. 3.11.2. Mentioning the generic structure of simple *Recount text* about the holiday. 3.11.3. Mentioning the language features of simple *Recount text* about the holiday.
4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana,terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1. Answering and comprehending word meaning of recount text. 4.11.2. Answering and comprehending sentences of recount text. 4.11.3. Answering and comprehending paragraph of recount text. 4.11.4. Answering and comprehending the whole text of recount text.

C. LEARNING OBJECTIVES

3.11.1.1. Students are able to mention the function of simple Recount text about holiday.

3.11.2.1. Students are able to mention the generic structure of simple Recount text.

3.11.3.1. Students are able to mention the language features of simple Recount text.

4.11.1.1. Students are able to answer and comprehension word meaning of Recount text.

4.11.1.2. Students are able to answer and comprehension sentences of Recount text.

4.11.1.3. Students are able to answer and comprehension paragraph of Recount text.

4.11.1.4. Students are able to answer and comprehension the whole text of Recount text.

D. MATERIALS

- **Definition of Recount Text**

  A recount text is a text which tells about something that happened in the past.

- **The Social Function of Recount Text**

  Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

- **Generic Structure of the Text**

  1. Orientation: It is about introducing the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.

  2. Events: Describing a series of events that happened in the past. Telling what happened and in what sequence

  3. Re-orientation: It consists of the closure of events/ending. It is stating personal comment of the writer to the story

- **Language Feature of Recount Text**

  1. Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

  2. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday

  3. Using action verb

  4. Using conjunctions, such as: then, before, after, etc.

E. Media, Sources, and Tool

Media : Chart on the PPT (make a chart about the type of QAR Strategy),

Google Meet Application, WhatsApp Application

Sources : Buku Paket "Bahasa Inggris Kelas VIII by Intan Pariwara"

http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php

Tools : Laptop and Handphone

F. Teaching Method

a. **Approach :** Using QAR Strategy

b. **Method :** In pairs and Individual work

G. Learning Activities

OPENING ACTIVITY		
Teacher	Students	Time

1. The teacher greets the students and ask them to pray together.
 	
2. The teacher checks the attendant list.
3. The teacher asks some leading questions.
  - Do you have holiday experience?
  - Is that fun?
  - Where did you go?
  - Have you ever read experience someone else?
 	
4. The teacher shows the QAR Strategy chart to the students
	1. The students respond to the teacher and greet the teacher, and then the students pray.
	2. The students say "present" when their name is called
	3. The students answer the leading question
	4. The students pay attention when the teacher shows the chart
	5. The students pay attention when the teacher explains about the material and learning goals of the lesson
		3 minutes

5. The teacher tells the students about the materials and the learning goals		
MAIN ACTIVITY		
1. The teacher show the recount text to the students	1. The students pay attention on the text	1 minute
2. The teacher asks the students to predict about the topic of the text	2. The students predict about the topic	1 minute
3. The teacher shows a chart on PPT about QAR Strategy to the students	3. The students pay attention the teacher's explanation	4 minutes
4. The teacher explain to the students about the procedure of QAR Strategy	4. The students pay attention and make a note about the material	4 minutes
5. The teacher asks to the students whether the explanation is clear or not	5. The students answer the teacher's question	1 minute
6. The teacher ask the students to look at the recount text about holiday story	6. The students look at the recount text	1 minute
7. The teacher gives explanation about the definition of recount text	7. The students pay attention to the teacher and making a note about the material	3 minutes
8. The teacher gives explanation to the students about the social function of recount text	8. The students pay attention to the teacher and making a note	3 minutes
9. The teacher gives the explanation about the generic structure and	9. The students pay attention and making a note	3 minutes

language features of recount text to the students		
10. Asking the students whether the explanation is clear or not	10. The students answer the teacher's question	1 minutes
11. The teacher guides the students to ask about the generic structures and language features of the recount text	11. The students ask to the teacher about the generic structures and language features of the recount text	3 minutes
12. The teacher asks the students to answer and identify the questions based on the text and QAR Strategy (TASK 1)	12. The students answer and identify the question based on QAR Strategy	8 minutes
13. The teacher discuss the questions based on the QAR together	13. The students discuss the questions with the teacher	6 minutes
14. The teacher ask the students whether they get difficulties in doing task	14. The students respond the teacher question	1 minute
15. The teacher distributes text 2 and task 2 to the students	15. The students receive the text 2 and ask 2	1 minute
16. The teacher asks to the students to doing the task 2 in pairs	16. The students doing the task 2 in pairs	1 minutes
17. the teacher gives task 3 to the students	17. the students receive the task 3	1 minutes
18. The teacher ask to the students to collect the assignment and discuss the assignment by answering the question one by one using QAR Strategy and write down their work on the	18. The students collect the assignment to the teacher and answer the question one by one using QAR Strategy and write down their work on the whiteboard.	24 minute

whiteboard		
CLOSING ACTIVITY		
1. The teacher guides the students to conclude the lesson today. 2. The teacher closes the lesson by greeting	1. The students conclude the lesson orally. 2. The students greet the teacher.	2 minutes

H. ASSESSMENT

A. Reading Assessment

TASK 1

No	Criteria	Score (Multiple Choice and True False)	Score (QAR Questions)
1	If the answer is correct	5	5
2	If the answer is incorrect	0	0

Total   : 10
Score System : Correct Answer

$$\frac{\text{_____}}{10} \times 100$$

TASK 2

No	Criteria	Score (5W 1H questions and)	Score (QAR Questions)
1	If the answer is correct	15	5
2	If the answer is incorrect	0	0

Total   : 5
Score System : Correct Answer

$$\frac{\text{_____}}{10} \times 100$$

TASK 3

No	Indicators	Reading test item number
1	Comprehending word meaning	1 – 5
2	Comprehending sentences	6 – 10
3	Comprehending paragraph	11 – 15
4	Comprehending the whole text	16 – 20

Total   : 20

Score System : Correct Answer

$$\frac{\text{Correct Answer}}{20} \times 100$$

B. Table Observation Checklist of Students' active Participation

No	Name	Indicators				Total Number	Active	Passive
		1	2	3	4			

The indicators of observation are:
1. The students answer the teacher's oral questions.
2. The students ask to the teacher.
3. The students discuss the QAR Strategy and text with the partner.
4. The students do the exercises given by the teacher

Appendix 1

LEARNING MATERIALS

Recount Text

1. **Definition of Recount Text**

   A recount text is a text which tells about something that happened in the past.

2. **The Social Function of Recount Text**

   Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

3. **Generic Structures of the Text**

   - Orientation: It is about introducing the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.

   - Events: Describing a series of events that happened in the past. Telling what happened and in what sequence

   - Re-orientation: It consists of the closure of events/ending. It is stating personal comment of the writer to the story

4. **Language Features of Recount Text**

   - Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

   - Using temporal sequence, e.g. On Saturday. On Monday, On Sunday

   - Using action verb

   - Using conjunctions, such as: then, before, after, etc.

Appendix 2

Name :	
Students' Number :	

TASK 1
Read the text carefully and answer the question individually!

> Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which was not far from Malioboro.
>
> On Friday, we went to the sanctuaries in Prambanan. There were three major sanctuaries, the Brahmana, Syiwa, and Wisnu sanctuaries. They were truly stunning. We only visited Brahmana and Syiwa sanctuaries, because at that time the Wisnu sanctuary was being renovated. On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were lucky for getting a brilliant and interesting guide.
>
> At that point we proceeded with our adventure to Borobudur. We were there from 4 p.m. until 6 p.m. We heard the announcement that Borobudur would be closed. In the evening we left Jogjakarta by bus.

Taken from:
https://klasonline.blogspot.com/2017/10/contoh-soal-recount-text-beserta-jawabannya.html

Read each question, record the question-answer relationship, and choose the best answer

a, b, c, or d based on the text above correctly!

- In the book: Right there
- In the book: Think and Search
- In my head: On my Own
- In my head: Author and you

1. Where did they go last holiday?

   QAR: <u>Right There</u>

   a. At Malang

   b. At Malioboro

   c. At Jogjakarta

   d. At Solo

2. Where did they stay?

   QAR : _____

   a. At OYO hotel

   b. At Morison Hotel

   c. At Aston hotel

   d. At Sunrise hotel

3. What is the appropriate topic of the text ……..

   QAR: _____

   a. the writer's trip to Yogyakarta

   b. the writer's first visit to Prambanan

   c. the writer's impression about the guide

   d. the writer's experience at Yogya Kraton

4. What is the genre of the text?

   QAR: _____

   a. recount

   b. narrative

   c. report

   d. procedure

5. When did they go home?

   QAR: _____

   a. On Saturday morning

   b. On Friday evening

   c. On Saturday evening

   d. On Friday afternoon

6. What do you think of their feeling when they were in Yogya Kraton?

   QAR: _____

   a. I think they feel happy because they were driven by a brilliant and friendly guide.

   b. I think they feel happy because they were driven by a brilliant and interesting guide.

   c. I think they feel sad because the guide is not interesting

   d. I think they feel sad because the guide is friendly

7. What is purpose of the text……….

   QAR: _____

   a. tell past events

   b. entertain the reader

   c. describe the smugglers

   d. report an event to the police

8. When the Borobudur temple would be closed?

   QAR: _____

   a. At 8 pm

   b. At 5 pm

   c. At 6 pm

   d. At 7 pm

9. Where did they visite while in Yogyakarta?

   QAR: _____

   a. Prambanan temple, Dirgantara museum, Borobudur temple

   b. Prambanan temple, Yogya Kraton, Borobudur temple

   c. Borobudur temple, Ratu Boko temple, Yogya Kraton

   d. Prambanan temple, Borobudur temple, Ratu Boko temple

10. Why did they just visit Brahmana and Syiwa sanctuaries?

    QAR: _____

    a. because there was no wisnu temple

    b. because wisnu temple was amazing

    c. because wisnu temple was too small

    d. because wisnu temple was being repaired

11. What are the big temples in Prambanan?

    QAR: _____

    a. Angkor wat, Syiwa, and Sudra temples

    b. Paria, Brahmana, and Wisnu temples

    c. Brahmana, Syiwa, and Wisnu temples

    d. Wisnu, Syiwa, and Borobudur temples

Appendix 3

Name :
Students' Number:

TASK 2

Read the text carefully and answer the test in pairs!

> One afternoon, Kinar stayed at home alone. Her mother attended a social gathering, while her father was still at work. Her brother had a study club at his friend's house.
>
> Before leaving home, Kinar's mother reminded her about her math course. Kinar nodded her head and lied on the bed. It was two thirty and she still had one and a half hours before leaving for her course. Then, she spent her time reading her favorite novel. Unfortunately, she fell asleep while reading her novel.
>
> When she woke up, she looked at the clock in her room. The clock struck three fifteen. She thought that she still had several minutes to dress up.
>
> When Kinar was ready to go, she looked at the clock again. O gosh! It struck three fifteen still! Kinar was shocked. The clock stopped ticking! Hurriedly she ran towards the living room and looked at the clock there. It was a quarter to five! It was too late to attend the course.

(Taken from: Intan Pariwara, Bahasa inggris, 2019:152)

Read each question, record the question-answer relationship, and answer the question based on the text above correctly!

1. What should Kinar do that afternoon?
   QAR : _____
   Answer: _____
2. Why did Kinar decide to read a novel?
   QAR : _____
   Answer: _____
3. What tense is mostly used in the text?
   QAR : _____
   Answer: _____
4. What probably happened to Kinar's clock?
   QAR : _____
   Answer: _____
5. What would have happened if Kinar's mother stayed at home?
   QAR : _____
   Answer: _____

Appendix 4

Name :   **Students' Number :**

TASK 3
Read the text carefully!

My Holiday in Bali

When I was in the second grade of junior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

On the First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked-in to a hotel. After we prepared ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

On the Second day, we enjoyed the day on Tanjung Benoa beach. We played many water sports such as banana boat, jet sky, speedboat, etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta beach to see the amazing sunset and enjoyed the beautiful waves.The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-shirts and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

(Taken from: http://www.englishindo.com/2012/01/recount-text- penjelasan-contoh.html)

Choose the best answer a, b, c, or d based on the text above correctly!

1. "I had many impressive experiences during the vacation" (line 2-3). What is the meaning of the word "Impressive"?
   a. Boring
   b. Exciting

    c. Expressive
    d. Uninteresting

2. "We went to Kuta Beach to see the amazing sunset" (line 13). What word has the similar meaning with "Amazing"?
    a. Bad
    b. Fair
    c. Poor
    d. Wonderful

3. "They were so tame" (line 16-17). What does the opposite of the word "tame"?
    a. Funny
    b. Kind
    c. Wild
    d. Fair

4. "We could make a close interaction with them" (line 17-18). What is the meaning of the word „interaction"?
    a. Communication
    b. Confirmation
    c. Information
    d. Question

5. We went to …. market for shopping.
    a. Bedugul
    b. Kuta
    c. Sukowati
    d. Tanah Lot

6. When did the writer go to Bali?
    a. When the writer was in the first grade of junior high school.
    b. When the writer was in the first grade of senior high school.
    c. When the writer was in the second grade of junior high school.
    d. When the writer was in the second grade of senior high school.

7. What kinds of unique animals in the Penyu Island?
    a. There were Birds, Snakes, lions, and elephants.
    b. There were Turtles, Snakes, and Sea birds.
    c. There were Turtle, Tigers, and Fishs.
    d. There were Snakes, Sea birds, and elephants.

8. What did the writer do in Tanjung Benoa beach?
   a. The writer checked in to the hotel in Bali.
   b. The writer met so many other domestic and foreign tourists.
   c. The writer played many water sports such as boat, jet sky, and speedboat.
   d. The writer saw the amazing sunset and enjoyed the beautiful wave.

9. What did the writer do in Sukowati market?
   a. The writer bought a jacket.
   b. The writer bought a durian.
   c. The writer bought T-Shirts.
   d. The writer bought the flowers.

10. When did the writer check out from the hotel?
    a. In the afternoon
    b. In the morning
    c. In the evening
    d. In the early morning

11. What is the main idea of paragraph 1?
    a. The writer and his friends went to Bali.
    b. The writer had many impressive experiences.
    c. The writer stayed for 3 days in Bali.
    d. The writer was in second grade of junior high school.

12. Which paragraph tells about "there were some domestic and foreign tourists"?
    a. First paragraph
    b. Second paragraph
    c. Third paragraph
    d. Fourth paragraph

13. Based on the third paragraph, what kinds of animal you can find in Penyu island?
    a. Turtles, monkeys, and sea birds.
    b. Turtles, snakes, and birds.
    c. Turtles, snakes, and sea birds.
    d. Turtles, snakes, and Penyu.

14. Which paragraph tells the readers about "the green and cool forest"?
    a. First paragraph.
    b. Second paragraph.
    c. Third paragraph.
    d. Fourth paragraph.

15. What is the main idea of the fourth paragraph?
    a. The writer brought so many memorabilia and souvenirs.
    b. The writer checked in to the hotel.
    c. The writer checked out from the hotel and went back home.
    d. The writer had so many amazing experiences.

16. What does the text tell the readers about?
    a. The writer's amazing memories of Bali.
    b. The write's experience in some beaches in Bali.
    c. The writer's holiday in Bali.
    d. The writer's impressive experiences in Bali.

17. Based on the text, are there some animals in Kuta beach?
    a. No, there are not
    b. No, there is not
    c. Yes, there are
    d. Yes, there is

18. Which of the following statement is true based on the text?
    a. The writer saw many unique animals in Sangeh.
    b. The writer went back home on the fourth day.
    c. The writer went shopping on the third day.
    d. The writer visited Sanur beach on the second day.

19. Which of the following sentence is not true based on the text?
    a. There was a beautiful sunrise in Sanur beach.
    b. There was an amazing sunset in Kuta beach.
    c. There were not many tame monkeys in Sangeh.
    d. The visitors could see beautiful wave in Kuta beach.

20. Based on the text, the writer …………………
    a. Visited beaches in Bali and went to Sukowati market.
    b. Visited Sanur beach, Penyu Island, and did shopping.
    c. Spent the time on beaches, Sangeh, and went shopping in Sukowati.
    d. Spent the time on beaches, Sangeh, and Penyu Island

Appendix 5

Answer Key:

TASK 1

1. C / Right there

2. B / Right there

3. A / Think and search

4. A / Author and you

5. C / Think and Search

6. B / On my own

7. A / Author and you

8. C / Think and search

9. B / Think and search

10. D / Right there

11. C / Right there

TASK 2

1. She should attend a math course / Right there

2. She still had enough time before going to the course / Think and search

3. Simple past tense / Author and you

4. The battery probably ran out / Author and you

5. She would remind Kinar about the time, so she would have attended the course / On my own

TASK 3

1. B

2. D

3. C

4. A

5. C

6. C

7. B

8. C

9. C

10. C

11. B

12. B

13. C

14. C

15. C

16. B

17. B

18. C

19. D

20. C

Appendix C

LESSON PLAN

(Meeting 2 / Cycle 1)

School	: SMP Negeri 7 Jember
Subject	: English
Grade/semester	: VIII / 2
Language skill	: Reading
Type of Text	: Recount Text
Theme	: Holiday
Time Allocation	: 2 x 40 minutes

A. CORE COMPETENCE

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurangi, merangkai, memodifikasi, danmembuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang atau teori.

B. BASIC COMPETENCE AND INDICATORS

BASIC COMPETENCE	INDICATORS
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *personal recount* lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.11.1. Mentioning the function of simple *Recount Text* about holiday. 3.11.2. Mentioning the generic structure of simple *Recount text* about holiday. 3.11.3. Mentioning the language features of simple *Recount text* about holiday.
4.11 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	4.11.1. Answering and comprehending word meaning of recount text 4.11.2. Answering and comprehending sentences of recount text 4.11.3. Answering and comprehending paragraph of recount text 4.11.4. Answering and comprehending the whole text of recount text

C. LEARNING OBJECTIVES

3.11.1.1. Students are able to mention the function of simple Recount text about holiday.

3.11.2.1. Students are able to mention the generic structure of simple Recount text about holiday.

3.11.3.1. Students are able to mention the language features of simple Recount text.

4.11.1.1. Students are able to answer and comprehension word meaning of Recount text.

4.11.1.2. Students are able to answer and comprehension sentences of Recount text.

4.11.1.3. Students are able to answer and comprehension paragraph of Recount text.

4.11.1.4. Students are able to answer and comprehension the whole text of Recount text.

D. MATERIALS

1. Definition of Recount Text

A recount text is a text which tells about something that happened in the past.

2. The Social Function of Recount Text

Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

3. Generic Structure of the Text

1. Orientation : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.

2. Events : Describing series of event that happened in the past. Telling what happened and in what sequence

3. Re-orientation : It consists of closure of events/ending. It is stating personal comment of the writer to the story

4. Language Feature of Recount Text

1. Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

2. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday

3. Using action verb

4. Using conjunctions, such as: then, before, after, etc.

E. Media, Sources, and Tool

Media : Chart on the PPT (make a chart about the type of QAR Strategy),

Google meet Application, WhatsApp Application

Sources : Buku Paket "Bahasa Inggris Kelas VIII by Intan Pariwara"

http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php

Tools : Laptop and Handphone

F. Teaching Method

a. **Approach :** Using QAR Strategy

b. **Method :** Individual work

G. Learning Activities

OPENING ACTIVITY		
Teacher	Students	Time

1. The teacher greets the students and ask them to pray together.
 	
2. The teacher checks the attendant list.
3. The teacher asks some leading questions.
  - Do you have holiday experience?
  - Is that fun?
  - Where did you go?
  - Have you ever read experience someone else?
4. The teacher shows the QAR Strategy chart to the students
	1. The students respond to the teacher and greet the teacher, and then the students pray.
	2. The students say "present" when their name is called
	3. The students answer the leading question
	4. The students pay attention when the teacher shows the chart
	5. The students pay attention when the teacher explains about the material and learning goals of the lesson
		3 minutes

5. The teacher tells the students about the materials and the learning goals		
MAIN ACTIVITY		
1. The teacher shows the recount text to the students	1. The students receive the text	1 minute
2. The teacher asks the students to predict about the topic of the text	2. The students pay attention and predict about the topic	1 minute
3. The teacher shows a chart on PPT about QAR Strategy to the students	3. The students pay attention the teacher's explanation	4 minutes
4. The teacher explain to the students about the procedure of QAR Strategy	4. The students pay attention and make a note about the material	4 minutes
5. The teacher asks to the students whether the explanation is clear or not	5. The students answer the teacher's question	1 minute
6. The teacher ask the students to look at the recount text about holiday story	6. The students look at the recount text	1 minute
7. The teacher gives explanation about the definition of recount text	7. The students pay attention to the teacher and making a note about the material	3 minutes
8. The teacher gives explanation to the students about the social function of recount text	8. The students pay attention to the teacher and making a note	3 minutes
9. The teacher gives the explanation about the generic structure and	9. The students pay attention and making a note	3 minutes

language features of recount text to the students		
10. Asking the students whether the explanation is clear or not	10. The students answer the teacher's question	1 minutes
11. The teacher guides the students to ask about the generic structures and language features of the recount text	11. The students ask to the teacher about the generic structures and language features of the recount text	3 minutes
12. The teacher asks the students to answer and identify the questions based on the text and QAR Strategy (TASK 1)	12. The students answer and identify the question based on QAR Strategy	8 minutes
13. The teacher discuss the questions based on the QAR together	13. The students discuss the questions with the teacher	7 minutes
14. The teacher ask the students whether they get difficulties in doing task	14. The students respond the teacher question	1 minute
15. The teacher distributes text 2 and task 2 to the students	15. The students receive the text 2 and ask 2	1 minute
16. The teacher asks to the students to doing the task 2 in pairs	16. The students doing the task 2 in pairs	10 minutes
17. The teacher discuss together about the answer and the question based on the QAR Strategy	17. The students discuss the answer and the question with the teacher	7 minutes
18. the teacher gives task 3 to the students	18. the students receive the task	15 minutes
19. The teacher ask to the students to collect the assignment and discuss	19. The students collect the assignment to the teacher and answer the	1 minute

	the assignment by answering the question one by one using QAR Strategy and write down their work on the whiteboard	question one by one using QAR Strategy and write down their work on the whiteboard.	
CLOSING ACTIVITY			
	3. The teacher guides the students to conclude the lesson today. 4. The teacher closes the lesson by greeting	3. The students conclude the lesson orally. 4. The students greet the teacher.	2 minutes

H. ASSESSMENT

A. Reading Test Assessment

TASK 1

No	Criteria	Score (Multiple Choice and True False)	Score (QAR Questions)
1	If the answer is correct	5	5
2	If the answer is incorrect	0	0

Total   : 10
Score System : Correct Answer

$$\frac{\quad\quad\quad\quad}{10} \times 100$$

TASK 2

No	Criteria	Score (5W 1H questions and)	Score (QAR Questions)
1	If the answer is correct	15	5
2	If the answer is incorrect	0	0

Total   : 5
Score System : Correct Answer

$$\frac{\quad\quad\quad\quad}{10} \times 100$$

TASK 3

No	Indicators	Reading test item number
1	Comprehending word meaning	8,9,10,18,19,20
2	Comprehending sentences	5,6,7,15,16,17
3	Comprehending paragraph	3,4,13,14
4	Comprehending the whole text	1,2,11,12

Total : 20

Score System : Correct Answer

$$\frac{\text{Correct Answer}}{20} \times 100$$

C. Table Observation Checklist of Students' active Participation

No	Name	Indicators				Total Number	Active	Passive
		1	2	3	4			

The indicators of observation are:
1. The students answer the teacher's oral questions.
2. The students ask to the teacher.
3. The students discuss the QAR Strategy and text with the partner.
4. The students do the exercises given by the teacher

Appendix 1

LEARNING MATERIALS

Recount Text

1. **Definition of Recount Text**

   A recount text is a text which tells about something that happened in the past.

2. **The Social Function of Recount Text**

   Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

3. **Generic Structures of the Text**

   - Orientation: It is about introducing the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
   - Events: Describing a series of events that happened in the past. Telling what happened and in what sequence
   - Re-orientation: It consists of the closure of events/ending. It is stating personal comment of the writer to the story

4. **Language Features of Recount Text**

   - Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
   - Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
   - Using action verb
   - Using conjunctions, such as: then, before, after, etc.

Appendix 2

Name :	
Students' Number :	

TAKS 1

Read the text carefully!

<div>

Vacation to Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut. I and my family went to Santolo Beach to refresh our mind after the longtime of work. It's rarely to take a vacation because I was very busy.

The way to Santolo beach was quite good, and the view was really beautiful. On our left and right was full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day.

After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stayed overnight in the inn that we have rent before.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin was playing with white sand and I took a picture of him.

A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

</div>

Taken from: https://lincahinggris.blogspot.com/2005/01/materi-dan-soal-bahasa-inggris-recount.html

Read each question, record the question-answer relationship, and choose the best answer a, b, c, or d based on the text above correctly!

- In the book: Right there
- In the book: Think and Search
- In my head: On my Own
- In my head: Author and you

1. When they visit to Santolo Beach?

    QAR: _____

    a. Every Monday

    b. Last week

    c. Idul Fitr Holiday

    d. Last month

2. Why the writers' and her family wants to go there?

    QAR: _____

    a. They want to drink coconut

    b. They want to refresh their mind

    c. They want to fishing

    d. They want to playing basket ball

3. With whom the writer go to the beach?

    QAR: _____

    a. With his father

    b. With his uncle

    c. With his family

    d. With his parent

4. Why the writers' choose the Santolo beach?

    QAR: _____

    a. Because It is a quite good and beautiful

    b. Because It is cool

    c. Because It is crowded

    d. Because there are many coconut

5. What is the text about?

    QAR: _____

    a. Tell how to make coconut ice

    b. Describe the Santolo beach

    c. Tell the experience the writer

    d. Tell about the writers' family

6. Beach is the place to refresh the mind, what do you think about this statement?

    QAR: _____

    a. I think beach is the place to buy fish

b. I think beach is the place to drink cool coconut

c. I think beach is the place to make the people enjoy with Its situation

d. I think beach is the place to gathering with family

7. What did you think the weather in that situation?

QAR: _____

a. The weather was sunny

b. The weather was cloudy

c. The weather was rainy

d. The weather was windy

8. What did you think about the differences the situation on the beach between weekday and Idul fitr holiday?

QAR: _____

a. In the weekdays there were many people go there, but in the Idul Fitr holiday there are not people go there.

b. In the weekdays there were not people go there, and also in the Idul Fitr holiday there are not people go there.

c. In the weekdays there were not people go there, but in the Idul Fitr holiday there are many people go there.

d. In the weekdays there were many people go there, and also in the Idul Fitr holiday there are many people go there.

9. What kind of activities that can be done in the beach?

QAR: _____

a. Take pictures, swimming, playing sand, and go around the beach by boat

b. Take pictures, playing volley ball, swimming, and running

c. Playing sand, running, take pictures, and go around the beach by boat

d. Playing sand, running, swimming, and playing volley ball

10. What did the writer see of view during the trip?

QAR: _____

a. Rice fields and many mango trees

b. Rice fields and many cemara trees

c. Rice fields and many coconut trees

d. Many coconut trees and flowers

Appendix 3

Name	:
Students' Number	:

TASK 2
Read the text carefully!

> One day, Wisnu read the special edition of a sports magazine, his favorite. He focused on the first page. It was an announcement about a photography contest. The participants should take pictures with the sports magazine on their hands, then uploaded their photographs into the magazine's social media. People who saw the photographs should comment and like, showing that they liked the photographs. Then, the person with the most 'likes' would be the winner.
>
> Wisnu was interested in joining the contest. He took his best photograph and uploaded it into the magazine's social media. He had many cyber friends and he was happy as his friends liked his photograph.
>
> He didn't receive the most 'likes' during the contest, but he was happy.

(Taken from: Intan Pariwara, Bahasa inggris, 2019:152)

Read each question, record the question-answer relationship, and answer the question based on the text above correctly!

1. What is Wisnu's hobby, according to the text?
   QAR: _____
   Answer: _____
2. What should participants do to join the contest?
   QAR: _____
   Answer: _____
3. What should people do to support the participants' photographs?
   QAR: _____
   Answer: _____
4. Why do you think the person with the most 'likes' become the winner?
   QAR: _____
   Answer: _____
5. Who do you think would receive the most 'likes'?
   QAR: _____
   Answer: _____

Appendix 4

Name :
Students' Number :

TASK 3

Read the text carefully!

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

(Taken from: Let's Talk, 2005:173)

Choose the best answer a, b, c, or d based on the text above correctly!

1. What is the best title for the text above?
   a. Arriving in Bunaken Island
   b. Briefing in Bunaken Island
   c. Go to Bunaken Island
   d. Diving in Bunaken Island
2. What does the text tell about?
   a. A trip for New Zealand
   b. A trip of New Zealand rider
   c. A trip to an Island
   d. A trip to Bunaken Island
3. What is the main idea of the first paragraph?
   a. I left New Zealand for Bunaken Island last year.
   b. I left New Zealand for Bunaken Island with New Zealand divers.
   c. I went there with a group of New Zealand divers.
   d. I went to Bunaken Island with a group of New Zealand divers.

4. Where is the main idea of the third paragraph?
   a. In the first and the last sentence
   b. In the last sentence
   c. In the middle of the paragraph
   d. In the first sentence
5. How did the writers feel about the journey to the Bunaken Island?
   a. It was easy
   b. It was difficult
   c. It was tiring
   d. It was quickly
6. When did they get a general briefing?
   a. In a short time after they arrived at New Zealand
   b. Slowly after they arrived at New Zealand
   c. After taking pictures under water
   d. Before they arrived at New Zealand
7. Why did they need a good guide?
   a. To identify kinds of fish
   b. To know about sharks.
   c. To accompany a group of New Zealand divers
   d. To identify some of coral in the beach
8. "We saw groups of tiny fish" (line 5). The word "tiny" means …
   a. Colorful
   b. Funny
   c. Various
   d. Small
9. "I went there with a group of New Zealand divers" (line 1). What does the word "there" refer to?
   a. Bunaken Island
   b. Island
   c. New Zealand
   d. Habitat
10. "It included a description about how to take pictures under water" (line 3-4). What does the word "it" refer to?
    a. A general briefing
    b. A good guide
    c. The trip
    d. Taking pictures

Read the text and answer questions 11 to 20

One day my brother and I were playing badminton behind our house when I saw a cat on our mango tree. It looked scared and we thought it couldn't get down. So, we decided to do something.

First, I helped my brother to climb the tree and help it. He reached the cat and passed it to me. It was difficult because the tree was so high. When my brother began to come down, a branch broke. He couldn't move up or down. I went inside the house and asked Dad to help my brother. Then he borrowed a ladder from our neighbor and help my brother down. As soon as my father left, the cat climbed the tree again.

This time we didn't try to help it.

(Taken from: English on sky 2, 2007:204)

11. What is the best title for the text? ….
    a. Badminton
    b. The cats
    c. Climbing
    d. The tree
12. What does the text tell about?
    a. Climbing the tree
    b. Helping my father
    c. Helping the cat
    d. Playing badminton
13. Where is the main idea of the first paragraph?
    a. In the middle of paragraph
    b. In the last sentence
    c. In the first sentence
    d. In the first and the last sentence
14. Where is the main idea of the second paragraph?
    a. In the middle of the paragraph
    b. In the last paragraph
    c. In the first sentence
    d. In the first and the last paragraph
15. Where did my brother and I play badminton?
    a. Behind my house
    b. Behind our house
    c. Behind our mango tree
    d. Behind our tree

16. In write opinion, how did the cat look like?
    a. It looked enjoy
    b. It looked funny
    c. Its fur was soft
    d. It looked scared
17. What did the writers' dad do to help his brother?
    a. The writer's father take the chair to help his brother.
    b. The writer's father climb the tree to help cat.
    c. The writer's father borrowed our neighbor's ladder to help his brother
    d. . The writer's father take the rope to help his brother.
18. "It was difficult because the tree was so high" (line 5). What is the synonym of the word "difficult" in the second paragraph?
    a. Slow
    b. Rough
    c. Hard
    d. Weak
19. "Then he borrowed a ladder from our neighbor and help my brother down" (line 7-8). What does the meaning of word "our"?
    a. The writer and his brother
    b. The writer and his family
    c. The writer and the cat
    d. The writer's brother and father
20. "He reached the cat and passed it to me". (line 4-5). What does the word "it" refer to?
    a. The branch
    b. The cat
    c. The tree
    d. The mango tree

Appendix 5

Answer Key:

TASK 1

1. C / Right there
2. B / Right there
3. C / Right there
4. A / Right there
5. C / Author and you

6. C / Author and you
7. A / Author and you
8. C / On my own
9. A / Think and search
10. C / Right there

TASK 2

1. He likes reading a sports magazine / Right there
2. They should take pictures with the sports magazine on their hands, then uploaded their photographs into the magazine's social media / Think and search
3. They should comment and like. / Think and search
4. It showed that the photographs were nice and many people liked them / Author and you
5. People whose photographs were nice and attractive, or people with many friends who votes their pictures. / On my Own

Task 3

1. C
2. D
3. B
4. D
5. B
6. A
7. A
8. D
9. A
10. A

11. B
12. C
13. C
14. C
15. B
16. D
17. C
18. C
19. B
20. B

Appendix D

READING TEST

(CYCLE 1)

School	: SMPN 7 Jember
Class/Semester	: VIII/2
Subject	: Bahasa Inggris
Skill	: Reading
Genre	: Recount Text
Topic	: Holiday
Time Allocation	: 2x40 minutes

Name	:
Student Number	:

Read the text carefully!

Last month, I spent my vocation in Bali with my family. We left Banyuwangi at 12.45 p.m by car. We accrossed the sea from Ketapang harbor by ship. At 7 in the evening, we arrived at Gilimanuk Harbour and directly went to a hotel in Kuta. The hotel was amazing. Grand Bali hotel was a big hotel. It's about 5 hectares and is located next to Kuta Beach. It only took 3 minutes walking from the hotel to reach the beach. My brothers and I enjoyed the beautiful scenery in the Kuta beach.

On the second day, we were picked up by a minibus and went to Tanjung Benoa Harbour. Then, we took a boat to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We were amazed by unique Balinese village. After that, we snorkeled in the sea. The fish and coral were stunning late in the evening. Then, we went to our hotel in Kuta.

The following day, we went shopping at Sukowati, the famous traditional market in bali. My mother bought a lot of Balinese clothes and I bought a small painting for my bedroom. My brother decided to buy some t-shirts which wrote "I love Bali" because he wanted to give them as souvenirs for his friends.

Finally, we went home in the afternoon. It was one of the nicest vacation I have ever taken with my family.

(widiati, sulistyo, and suryani, 2008:98)

Choose the best answer a, b, c, or d based on the text above correctly!

1. What does the text tell us about?
   a. It tell us about an interesting place in Gilimanuk Harbour
   b. It tell us about an interesting place of Bali.
   c. It tell us about the writer's trip to Bali
   d. It tell us about the writer and his family holiday in Bali
2. My brother decided to buy some t-shirts which wrote "I love Bali" because he wanted to give <u>them</u> as souvenirs for his friends. (lines 14 – 15)
   What does the underlined word refer to?
   a. The writer
   b. Souvenir
   c. The writer's brother
   d. T-shirts.
3. In which paragraph can you find the information about how the writer went to Bali?
   a. Paragraph 1
   b. Paragraph 2
   c. Paragraph 3
   d. Paragraph 4
4. It was one of the <u>nicest</u> vacation I have ever taken with my family.
   What is the antonym of the word "<u>nicest</u>"?
   a. The best
   b. Very nice
   c. The worst
   d. Worse
5. The following day, we went shopping at Sukowati, the famous traditional market in Bali.
   What is the similar meaning of the word "famous"?
   a. Traditional
   b. Well-known
   c. Modern
   d. Ancient
6. What is the main idea of the last paragraph?
   a. The nicest writer's vacation in his life
   b. The writer's family vacation
   c. The nicest vacation of the writer and his family
   d. The worst vacation of the writer and his family

7. How many days did the writer spend his vacation in Bali?
   a. One day
   b. Two day
   c. Three day
   d. Four day

Read the text carefully and answer questions 8 to 16!

Last Saturday was a public holiday. My friends and I, the students of SMP 1 Medan took a trip to Parapat. We rented three buses. They were new and luxurious.

In the morning my friends and I woke up early. Our mothers prepared some food, drinks, and fruits. Our parents took us to school. The buses were already there. Some of my friends were in the buses. Their parents were waiting on both sides of the street. At six o'clock the buses left school. We looked very happy and started to sing.

At nine o'clock we reached parapet. My friends and I hurriedly got out of the buses and carried our things and food. We gathered under a big tree. After we took a rest, we had our meals. At about 10 o'clock, my friends and I changed into our swimsuits and ran into a bot for sailing. At three o'clock the teacher called us because it was time to go home.

In summary, the trip was very enjoyable. This place is so impressive with its beautiful panorama and boat ride

8. What does the text tell us about?
   a. It tell us about tour guide to Parapat
   b. It tell us about a trip to beach
   c. It tell us about a trip to Parapat
   d. It tell us about a journey to beautiful beach
9. "They were new and luxurious." (line 2)
   What does the word "they" refer to?
   a. The scenery
   b. The buses
   c. The students
   d. The schools
10. How many bus did the school rent?
    a. One bus
    b. Two buses
    c. Three buses
    d. Four buses

11. My friends and I woke up <u>early</u>. (line4)

What is the antonym of the word "early"?

a. Late

b. Fast

c. Slow

d. Hurry

12. The place is so <u>impressive</u> with its beautiful panorama and boat ride.

What is the synonym of the underlined word?

a. Cool

b. Enjoyable

c. Exciting

d. Wonderful

13. How long did they spend their time in Parapat?

a. They were in Parapat for four hours

b. They were in Parapat for five hours

c. They were in Parapat for six hours

d. They were in Parapat for seven hours

14. What is the main idea of the second paragraph?

a. The students woke up early.

b. The students' made a preparation to go to Parapat

c. The students' did some activities in Parapat

d. The students ran into a bot

15. When did they start to leave the school?

a. At eight o'clock

b. At six o'clock

c. At four o'clock

d. At five o'clock

16. What is the best title for the text above?

a. Journey to beautiful beach

b. A trip to Parapat

c. A trip to beach

d. Tour guide to beach

Read the text carefully and answer questions 17 to 25!

My holiday in Florest

I went to Florest last month. I went there to visit Australian Volunteer English teachers in Maumare, Ende, and Bajawa. I enjoyed my trip and saw the beauty of Flores.

I started my first day in Maumare with Jo Keating, an Australian Volunteer English teacher. After visiting several schools in the city, we took an amazing journey over the mountains to the south coast. We visited a new junior high school there. Then, I travelled to Ende to meet Sharon Kidman, Ende has a great market with Ginni Edwards. Detusoko is not far from mount Kelimutu. We woke up at 4 a.m to see the three different coloured lake at dawn. It was truly interesting.

My final trip was to Bajwa. It is a small town high in the mountain. It was a very cold place. Yet my trip was fun and memorable. I would like to go back to Florest.

(Scaffolding BSE 2008:99)

17. What does the text tell us about?
    a. It tells us about the writer's holiday in Flores
    b. It tells us about the interesting places in Flores
    c. It tells us about my holiday in Flores
    d. It tells us about the trip in Flores
18. Why did the writer go to Flores? Because……
    a. He wanted to visit Asian Volunteer English teacher
    b. He wanted to visit American Volunteer English teacher
    c. He wanted to visit Australian Volunteer English teacher
    d. He wanted to visit African Volunteer English teacher
19. Who is Jo Keating?
    a. An Australian Volunteer English teacher
    b. A teacher of a new junior high school
    c. An American volunteer English teacher
    d. A Philippines volunteer English teacher
20. What did the first writer do on the first day?
    a. Starting a day to visit a new junior high school in Ende
    b. Travelling with Sharon Kidman
    c. Visiting several school in Maumere
    d. Going shopping to Ende

21. How was the Bajawa?
    a. It is a big town in Florest
    b. It is a small town high in the mountain
    c. Bajawa is a mountain in Florest
    d. Bajawa is a village in the mountain
22. Which of the following statement in NOT CORRECT according to the text?
    a. The writer visited some school in Maumere
    b. The writer went to Ende after visiting Maumare
    c. The writer went to the mountainous village after visiting Ende
    d. The writer's third destination in Bajawa
23. After visiting several school in the city, we took an amazing journey over the mountains to the south <u>coast</u>.
    What is the synonym of the word "coast"?
    a. Shore
    b. River
    c. Mountain
    d. Lake
24. We woke up at 4 a.m to see the three <u>different</u> coloured lakes at dawn.
    What is the antonym of the word "different?
    a. Distinct
    b. Similar
    c. Diverse
    d. Unlike
25. The statement of the last paragraph of the text are true, except…….
    a. The trip was fun and memorable
    b. The trip to Flores was fun and interesting
    c. The last destination of the writer's trip is Detusoko
    d. The writer's trip to Flores

Appendix 1

Answer Key   :

1. D	14. B
2. D	15. B
3. A	16. B
4. C	17. A
5. B	18. C
6. C	19. A
7. C	20. C
8. C	21. B
9. B	22. D
10. C	23. A
11. A	24. B
12. D	25. C
13. C	

Reading Assessment

Task 1

No	Indicators	Reading test item number
1	Comprehending word meaning	2,4,5,9,11,12,23,24
2	Comprehending sentences	7,10,15,18,19,20,21
3	Comprehending paragraph	3,6,13,14,25
4	Comprehending the whole text	1,8,16,17,22

Total   : 25

Score System : Correct Answer

$$\frac{\text{————————————}}{25} \quad \text{x } 100$$

Appendix E

THE RESULT OF INTERVIEW
(PRELIMINARY STUDY)

No	Question	Answer
1	What grade do you teach?	1. The VIII grade I
2.	What curriculum is being applied in this school?	2. In SMPN 7 Jember has been implemented curriculum 2013
3	How do you teach reading to your students?	3. I usually teach reading using text from the book, then I ask to read the text to answer the questions
4	Is there any problem while you teach eighth-grade students? What is it?	4. Yes, sometimes they are bored when I ask to read the text and then answer the questions
5	What technique do you usually use in teaching English especially in reading class?	5. I use a textbook from students module "Bahasa Inggris SMP kelas VIII"
6	What kinds of difficulties are faced in reading class?	6. They didn't understand the content. It makes some students difficult to answer the question based on the content.
7	While the teacher explaining the materials, did the students give attention to the teacher?	7. Just a little, because they feel bored.
8	Have you ever used the strategy of QAR Strategy in teaching reading?	8. Never
9	How is the students' participation during reading class?	9. Some students are active and some are not
10	What is the minimum requirement standard score of English in this school?	10. The KKM is 70

Appendix F

THE STUDENTS' PREVIOUS SCORE
SMPN 7 JEMBER
CLASS VIII – i

No	Name	Score	Achieved
1	A.A.D.I	65	
2	A.A.R	75	√
3	A.E.W	80	√
4	A.Z.R	55	
5	A.F.P	55	
6	B.E	70	√
7	D.P.I	75	√
8	D.A	70	√
9	E.F.A.S	75	√
10	E.M.A	40	
11	E.F.D.A	70	√
12	F.A	40	
13	F.E.P	70	√
14	F.R.P.P	45	
15	I.D	70	√
16	J.P.I	40	
17	K.M.E.A	70	√
18	L.J.S	75	√
19	M.F.Putri	80	√
20	M.R.A	45	
21	M.A	70	√
22	M.F.Pras	50	
23	M.D.P	55	
24	N.H.S	45	
25	N.G	50	
26	N.M.S	55	
28	R.W.R	40	
29	R.A	75	√
30	S.R.A	40	
31	T.E.Y	75	√
32	U.R	75	√
33	A.N.A	70	√
34	F.D.K	50	
35	P.S	70	√
Total			18
Percentage			52,94%

Appendix G

THE SCORES OF THE STUDENTS' WORKSHEETS

DATE   : Sunday, 15 June 2020
MEETING : 1

No	The Students Initial	Task 1	Task 2	Task 3
1	A.A.D.I	85	80	50
2	A.A.R	85	80	45
3	A.E.W	90	65	70
4	A.Z.R	35	30	60
5	A.F.P	85	70	60
6	B.E	65	65	60
7	D.P.I	40	85	25
8	D.A	40	50	75
9	E.F.A.S	60	80	85
10	E.M.A	85	85	70
11	E.F.D.A	65	80	70
12	F.A	80	85	55
13	F.E.P	80	80	75
14	F.R.P.P	95	80	70
15	I.D	50	80	70
16	J.P.I	85	50	65
17	K.M.E.A	70	80	50
18	L.J.S	90	85	65
19	M.F.Putri	55	55	75
20	M.R.A	90	70	60
21	M.A	85	70	75
22	M.F.Pras	65	80	65
23	M.D.P	35	30	40
24	N.H.S	85	75	50
25	N.G	65	70	65
26	N.M.S	60	50	75
28	R.W.R	90	50	70
29	R.A	85	65	75
30	S.R.A	70	55	65
31	T.E.Y	90	80	70
32	U.R	90	80	70
33	A.N.A	70	80	70
34	F.D.K	90	75	80
35	P.S	80	65	65

THE SCORES OF THE STUDENTS' WORKSHEETS

DATE   : Tuesday, 16 June 2020

MEETING   : 2

No	The Students Initial	Task 1	Task 2	Task 3
1	A.A.D.I	55	60	70
2	A.A.R	70	70	80
3	A.E.W	35	60	70
4	A.Z.R	70	65	80
5	A.F.P	60	75	80
6	B.E	75	90	70
7	D.P.I	75	90	85
8	D.A	80	75	70
9	E.F.A.S	85	90	80
10	E.M.A	95	95	65
11	E.F.D.A	80	55	75
12	F.A	90	65	60
13	F.E.P	75	50	85
14	F.R.P.P	80	95	80
15	I.D	75	55	80
16	J.P.I	75	60	60
17	K.M.E.A	60	55	40
18	L.J.S	65	65	75
19	M.F.Putri	70	60	80
20	M.R.A	60	75	80
21	M.A	95	70	90
22	M.F.Pras	80	75	65
23	M.D.P	70	65	45
24	N.H.S	85	70	65
25	N.G	70	70	80
26	N.M.S	70	60	75
28	R.W.R	65	85	70
29	R.A	75	85	85
30	S.R.A	65	60	80
31	T.E.Y	80	50	85
32	U.R	80	90	90
33	A.N.A	70	55	75
34	F.D.K	90	70	75
35	P.S	85	70	80

Appendix H

THE PERCENTAGES OF STUDENTS' PARTICIPATION

DATE : **Sunday, 15 June 2020**

MEETING : 1

No	The Students Initial	Indicator				Total Number	Active	Passive
		1	2	3	4			
1	A.A.D.I				√	1		√
2	A.A.R	√		√	√	3	√	
3	A.E.W			√	√	2		√
4	A.Z.R		√	√	√	3	√	
5	A.F.P				√	1		√
6	B.E	√		√	√	3	√	
7	D.P.I	√		√	√	3	√	
8	D.A	√	√	√	√	4	√	
9	E.F.A.S	√	√	√	√	4	√	
10	E.M.A				√	1		√
11	E.F.D.A	√		√	√	3	√	
12	F.A				√	1		√
13	F.E.P	√	√	√	√	4	√	
14	F.R.P.P				√	1		√
15	I.D	√		√	√	3	√	
16	J.P.I	√		√	√	3	√	
17	K.M.E.A	√	√	√	√	4	√	
18	L.J.S	√		√	√	4	√	
19	M.F.Putri	√	√	√	√	4	√	
20	M.R.A				√	1		√
21	M.A	√			√	2		√
22	M.F.Pras			√	√	2		√
23	M.D.P			√	√	2		√
24	N.H.S				√	1		√
25	N.G	√	√		√	3	√	
26	N.M.S	√	√	√	√	4	√	
28	R.W.R	√	√	√	√	4	√	
29	R.A	√		√	√	3	√	
30	S.R.A	√		√	√	3	√	
31	T.E.Y	√	√	√	√	4	√	
32	U.R	√	√	√	√	4	√	
33	A.N.A	√		√	√	3	√	
34	F.D.K	√	√		√	3	√	
35	P.S	√		√	√	3	√	
	Total	23	12	24	34		23	11
	Percentage						67,64%	32,35%

THE PERCENTAGES OF STUDENTS' PARTICIPATION

DATE : **Tuesday, 16 June 2020**

MEETING : 2

No	The Students Initial	Indicator				Total Number	Active	Passive
		1	2	3	4			
1	A.A.D.I	√		√	√	3	√	
2	A.A.R	√	√	√	√	4	√	
3	A.E.W	√	√	√	√	4	√	
4	A.Z.R	√		√	√	3	√	
5	A.F.P				√	1		√
6	B.E	√		√	√	3	√	
7	D.P.I	√		√	√	3	√	
8	D.A	√	√		√	3	√	
9	E.F.A.S	√	√	√	√	4	√	
10	E.M.A	√	√		√	3	√	
11	E.F.D.A	√		√	√	3	√	
12	F.A				√	1		√
13	F.E.P	√	√	√	√	4	√	
14	F.R.P.P				√	1		√
15	I.D	√		√	√	3	√	
16	J.P.I	√		√	√	3	√	
17	K.M.E.A	√		√	√	3	√	
18	L.J.S		√		√	2	√	
19	M.F.Putri	√		√	√	3	√	
20	M.R.A				√	1		√
21	M.A	√		√	√	3	√	
22	M.F.Pras				√	1		√
23	M.D.P	√		√	√	3	√	
24	N.H.S			√	√	2		√
25	N.G	√	√		√	3	√	
26	N.M.S	√	√	√	√	4	√	
28	R.W.R	√		√	√	3	√	
29	R.A	√		√	√	3	√	
30	S.R.A	√		√	√	3	√	
31	T.E.Y	√	√	√	√	4	√	
32	U.R	√	√	√	√	4	√	
33	A.N.A	√	√	√	√	4	√	
34	F.D.K	√			√	2		√
35	P.S	√		√	√	3	√	
Total		27	12	24	34		27	7
Percentage							79,41%	20,58%

Appendix I

THE RESULT OF THE STUDENTS' READING COMPREHENSION ACHIEVEMENT

No	Name	Score	Achieved	Not Achieved
1	A.A.D.I	80	√	
2	A.A.R	68		√
3	A.E.W	80	√	
4	A.Z.R	72	√	
5	A.F.P	84	√	
6	B.E	72	√	
7	D.P.I	84		
8	D.A	84	√	
9	E.F.A.S	80	√	
10	E.M.A	76	√	
11	E.F.D.A	72	√	
12	F.A	56		√
13	F.E.P	84	√	
14	F.R.P.P	76	√	
15	I.D	80	√	
16	J.P.I	56		√
17	K.M.E.A	80	√	
18	L.J.S	80	√	
19	M.F.Putri	80	√	
20	M.R.A	76	√	
21	M.A	72	√	
22	M.F.Pras	64		√
23	M.D.P	72	√	
24	N.H.S	60		√
25	N.G	84	√	
26	N.M.S	88	√	
28	R.W.R	64		√
29	R.A	80	√	
30	S.R.A	60		√
31	T.E.Y	90	√	
32	U.R	80	√	
33	A.N.A	76	√	
34	F.D.K	64		√
35	P.S	88	√	
Total			26	8
Percentage			76,47%	23,52%

Appendix J

THE SAMPLE OF THE STUDENTS' WORKSHEET
IN MEETING 1

Meeting   : 1

Task   : 1

Timestamp	6/15/2020 10:29:34	Score
Name	Muthia denila putri	Correct M.C = 6
Students' Number	23	Correct QAR = 1
		Score = 35

No	Question	Answer
2	Where did they stay?	B. At Morison Hotel
	What kinds of QAR Strategy used in question number 2?	right there
3	What is the appropriate topic of the text ……..	A. the writer's trip to Yogyakarta
	What kinds of QAR Strategy used in question number 3?	the writer's trip to yogyakarta is the materies
4	What is the genre of the text?	B. narrative
	What kinds of QAR Strategy used in question number 4?	type teks is narrative
5	When did they go home?	A. On Saturday morning
	What kinds of QAR Strategy used in question number 5?	from teks saturday morning is a time
6	What do you think of their feeling when they were in Yogya Kraton?	B. I think they feel happy because they were driven by a brilliant and interesting guide.
	What kinds of QAR Strategy used in question number 6?	the selection B is a answer right
7	What is purpose of the text?	A. tell past events
	What kinds of QAR Strategy used in question number 7?	it is a answer right
8	When the Borobudur temple would be closed?	C. At 6 pm
	What kinds of QAR Strategy used in question number 8?	at the task this is a right answer
9	Where did they visite while in Yogyakarta?	C.Borobudur temple, Ratu Boko temple, Yogya Kraton
	What kinds of QAR Strategy used in question number 9?	the right answer is C
10	Why did they just visit Brahmana and Syiwa sanctuaries?	D. because wisnu temple was being repaired
	What kinds of QAR Strategy used in question number 10?	the right answer is D
11	What are the big temples in Prambanan?	b. Paria, Brahmana, and Wisnu temples
	What kinds of QAR Strategy used in question number 11?	the right answer is B

Meeting : 1

Task : 1

Timestamp	6/25/2020 10:20:14	Score	
Name	Ferdian Reza Putra P	Correct M.C = 10	
Students' Number	14	Correct QAR = 9	
		Score = 95	

No	Question	Answer
2	Where did they stay?	B. At Morison Hotel
	What kinds of QAR Strategy used in question number 2?	Right there
3	What is the appropriate topic of the text ……..	A. the writer's trip to Yogyakarta
	What kinds of QAR Strategy used in question number 3?	Think and search
4	What is the genre of the text?	a. recount
	What kinds of QAR Strategy used in question number 4?	Author and you
5	When did they go home?	c. On Saturday evening
	What kinds of QAR Strategy used in question number 5?	Right there
6	What do you think of their feeling when they were in Yogya Kraton?	B. I think they feel happy because they were driven by a brilliant and interesting guide.
	What kinds of QAR Strategy used in question number 6?	Author and you
7	What is purpose of the text?	A. tell past events
	What kinds of QAR Strategy used in question number 7?	On my own
8	When the Borobudur temple would be closed?	C. At 6 pm
	What kinds of QAR Strategy used in question number 8?	Think and search
9	Where did they visite while in Yogyakarta?	b.Prambanan temple, Yogya Kraton, Borobudur temple
	What kinds of QAR Strategy used in question number 9?	Think and search
10	Why did they just visit Brahmana and Syiwa sanctuaries?	D. because wisnu temple was being repaired
	What kinds of QAR Strategy used in question number 10?	Right there
11	What are the big temples in Prambanan?	c. Brahmana, Syiwa, and Wisnu temples
	What kinds of QAR Strategy used in question number 11?	Right there

Meeting 1

Task 2

Timestamp	16/06/2020 11:08:21	Score
Member of the Group *(2 students)	muthia denila putri and alini zulfa rahmania	Correct 5w+1h = 1
Students' Number	23 and 04	Correct QAR = 3
		Score = 30

No	Question	Answer
1	What should Kinar do that afternoon?	kinar stayed at home alone
	What kinds of QAR Strategy used in question number 1?	right there
2	Why did Kinar decide to read a novel?	it was two thirty and she still
	What kinds of QAR Strategy used in question number 2?	think and search
3	What tense is mostly used in the text?	orientation tense
	What kinds of QAR Strategy used in question number 3?	author and you
4	What probably happened to Kinar's clock?	ran out of battery
	What kinds of QAR Strategy used in question number 4?	on my own
5	What would have happened if Kinar's mother stayed at home?	on late tutoring
	What kinds of QAR Strategy used in question number 5?	think and search

Meeting : 1

Task : 2

Timestamp	16/06/2020 11:07:06	**Score**
Member of the Group *(2 students)	Deial Praba Indra, Lahoya Julio Saves	**Correct 5w+1h = 4**
Students' Number	07 dan 18	**Correct QAR = 5**
		Score = 85

No	Question	Answer
1	What should Kinar do that afternoon?	She has a math course
	What kinds of QAR Strategy used in question number 1?	Right there
2	Why did Kinar decide to read a novel?	because she still had one and a half hourse before
	What kinds of QAR Strategy used in question number 2?	think and search
3	What tense is mostly used in the text?	Simple past tense
	What kinds of QAR Strategy used in question number 3?	author and you
4	What probably happened to Kinar's clock?	the batteray run out
	What kinds of QAR Strategy used in question number 4?	Author and you
5	What would have happened if Kinar's mother stayed at home?	Kinar won't be late for the course
	What kinds of QAR Strategy used in question number 5?	on my own

Meeting : 1

Task : 3

Timestamp	6/15/2020 12:06:08	**Score**
Name	Deial praba indra	**Correct = 8**
Students' Number	07	**Score = 40**

No	Answer	Question
1.	"I had many impressive experiences during the vacation" (line 2-3). What is the meaning of the word "Impressive"?	a. Boring
2.	"We went to Kuta Beach to see the amazing sunset" (line 13). What is the similar meaning of "Amazing"?	b. Fair
3.	"They were so tame" (line 16-17). What does the opposite of the word "tame"?	c. Wild
4.	"We could make a close interaction with them" (line 17-18). What is the meaning of the word "interaction"?	b. Confirmation
5.	We went to …. market for shopping.	d. Tanah Lot
6.	When did the writer go to Bali?	d. When the writer was in the second grade of senior high school.
7.	What kinds of unique animals in the Penyu Island?	a. There were Birds, Snakes, lions, and elephants.
8.	What did the writer do in Tanjung Benoa beach?	b. The writer met so many other domestic and foreign tourists.
9.	What did the writer do in Sukowati market?	a. The writer bought a jacket.
10.	When did the writer check out from the hotel?	d. In the early morning
11	What is the main idea of paragraph 1?	b. The writer had many impressive experiences.
12	Which paragraph tells about "there were some domestic and foreign tourists"?	c. Third paragraph
13	Based on the third paragraph, what kinds of animals you can find in Penyu island?	b. Turtles, snakes, and birds.
14	Which paragraph tells the readers about "the green and cool forest"?	a. First paragraph.
15	What is the main idea of the fifth paragraph?	d. The writer had so many amazing experiences.
16	What does the text tell the readers about?	b. The write's experience in some beaches in Bali.
17	Based on the text, are there some animals in Kuta beach?	a. No, there are not
18	Which of the following statement is true based on the text?	a. The writer saw many unique animals in Sangeh.
19	Which of the following sentence is not true based on the text?	d. The visitors could see beautiful wave in Kuta beach.
20	20. Based on the text, the writer …………………	c. Spent the time on beaches, Sangeh, and went shopping in Sukowati.

Meeting : 1

Task : 3

Timestamp	6/15/2020 11:25:33	**Score**
Name	Egis Febrilian Ageng Salwatania	**Correct = 17**
Students' Number	09	**Score = 85**

No	Answer	Question
1.	"I had many impressive experiences during the vacation" (line 2-3). What is the meaning of the word "Impressive"?	b. Exciting
2.	"We went to Kuta Beach to see the amazing sunset" (line 13). What is the similar meaning of "Amazing"?	d. Wonderful
3.	"They were so tame" (line 16-17). What does the opposite of the word "tame"?	c. Wild
4.	"We could make a close interaction with them" (line 17-18). What is the meaning of the word "interaction"?	a. Communication
5.	We went to …. market for shopping.	c. Sukowati
6.	When did the writer go to Bali?	c. When the writer was in the second grade of junior high school.
7.	What kinds of unique animals in the Penyu Island?	b. There were Turtles, Snakes, and Sea birds.
8.	What did the writer do in Tanjung Benoa beach?	c. The writer played many water sports such as boat, jet sky, and speedboat.
9.	What did the writer do in Sukowati market?	c. The writer bought T-Shirts.
10.	When did the writer check out from the hotel?	c. In the evening
11	What is the main idea of paragraph 1?	a. The writer and his friends went to Bali.
12	Which paragraph tells about "there were some domestic and foreign tourists"?	b. Second paragraph
13	Based on the third paragraph, what kinds of animals you can find in Penyu island?	c. Turtles, snakes, and sea birds.
14	Which paragraph tells the readers about "the green and cool forest"?	c. Third paragraph.
15	What is the main idea of the fifth paragraph?	c. The writer checked out from the hotel and went back home.
16	What does the text tell the readers about?	d. The writer's impressive experiences in Bali.
17	Based on the text, are there some animals in Kuta beach?	b. No, there is not
18	Which of the following statement is true based on the text?	c. The writer went shopping on the third day.
19	Which of the following sentence is not true based on the text?	c. There were not many tame monkeys in Sangeh.
20	20. Based on the text, the writer …………………	c. Spent the time on beaches, Sangeh, and went shopping in Sukowati.

Appendix K

<div align="center">

THE SAMPLES OF THE STUDENTS' WORKSHEETS

IN MEETING 2

</div>

Meeting   **: 2**

Task   **: 1**

Timestamp	6/16/2020 10:48:38	**Score**
Name	Alifiyan Eka Wiyudha	**Correct QAR = 0**
Students' Number	03	**Correct M.C = 7**
		Score = 35

No	Question	Answer
1	When they visit Santolo Beach?	c.Idul Fitr Holiday
	What kinds of QAR Strategy used in question number 1?	Yes
2	Why the writer and her family want to go there?	a.They want to drink coconut
	What kinds of QAR Strategy used in question number 2?	Yes
3	With whom the writer go to the beach?	c.With his family
	What kinds of QAR Strategy used in question number 3?	Yes
4	Why the writer choose the Santolo beach?	a.Because It is a quite good and beautiful
	What kinds of QAR Strategy used in question number 4?	Yes
5	What is the text about?	b.Describe the Santolo beach
	What kinds of QAR Strategy used in question number 5?	Yes
6	Beach is the place to refresh the mind, what do you think about this statement?	b.I think beach is the place to drink cool coconut
	What kinds of QAR Strategy used in question number 6?	Yes
7	What did you think about the weather in that situation?	a.The weather was sunny
	What kinds of QAR Strategy used in question number 7?	Yes
8	What did you think about the differences in the situation on the beach between the weekday and Idul Fitr holiday?	d.In the weekdays there were many people go there, and also in the Idul Fitr holiday there are many people go there.
	What kinds of QAR Strategy used in question number 8?	Yes
9	What kind of activities can be done on the beach?	a.Take pictures, swimming, playing sand, and go around the beach by boat
	What kinds of QAR Strategy used in question number 9?	Yes
10	What did the writer see of view during the trip?	c.Rice fields and many coconut trees
	What kinds of QAR Strategy used in question number 10?	Yes

Meeting   : 2

Task   : 1

Timestamp	6/29/2020 10:32:41	Score
Name	Erika Maulida Ardiansyah	**Correct QAR = 10**
Students' Number	10	**Correct M.C = 9**
		Score = 95

No	Question	Answer
1	When they visit Santolo Beach?	c.Idul Fitr Holiday
	What kinds of QAR Strategy used in question number 1?	Right there
2	Why the writer and her family want to go there?	b.They want to refresh their mind
	What kinds of QAR Strategy used in question number 2?	Right there
3	With whom the writer go to the beach?	c.With his family
	What kinds of QAR Strategy used in question number 3?	Right there
4	Why the writer choose the Santolo beach?	c.Because It is crowded
	What kinds of QAR Strategy used in question number 4?	Right there
5	What is the text about?	c.Tell the experience the writer
	What kinds of QAR Strategy used in question number 5?	Author and you
6	Beach is the place to refresh the mind, what do you think about this statement?	c.I think beach is the place to make the people enjoy with Its situation
	What kinds of QAR Strategy used in question number 6?	Author and you
7	What did you think about the weather in that situation?	a.The weather was sunny
	What kinds of QAR Strategy used in question number 7?	Author and you
8	What did you think about the differences in the situation on the beach between the weekday and Idul Fitr holiday?	c.In the weekdays there were not people go there, but in the Idul Fitr holiday there are many people go there.
	What kinds of QAR Strategy used in question number 8?	On my own
9	What kind of activities can be done on the beach?	a.Take pictures, swimming, playing sand, and go around the beach by boat
	What kinds of QAR Strategy used in question number 9?	Think and search
10	What did the writer see of view during the trip?	c.Rice fields and many coconut trees
	What kinds of QAR Strategy used in question number 10?	Right there

Meeting : 2

Task : 2

Timestamp	6/15/2020 11:25:08	**Score**
Member of the Group *(2 students)	Tiara Erma Yunika, Febri Eka Pratama	**Correct QAR = 4**
Students' Number	31, 13	**Correct 5w+1h = 2**
		Score = 50

No	Question	Answer
1	What is Wisnu's hobby, according to the text?	Reading a sport magazines
	What kinds of QAR Strategy used in question number 1?	Right there
2	What should participants do to join the contest?	the participants should tak picture then upload into magazine's social media
	What kinds of QAR Strategy used in question number 2?	Think and search
3	What should people do to support the participants' photographs?	Simple past tense
	What kinds of QAR Strategy used in question number 3?	Think and Search
4	Why do you think the person with the most 'likes' becomes the winner?	The battery probably ran out
	What kinds of QAR Strategy used in question number 4?	Think and search
5	Who do you think would receive the most 'likes'?	many likes
	What kinds of QAR Strategy used in question number 5?	On my own

Meeting : 2

Task : 2

Timestamp	6/16/2020 11:07:06	**Score**	
Member of the Group *(2 students)	Erika Maulida A & Ferdian Reza Putra	**Correct QAR = 4**	
Students' Number	10, 14	**Correct M.C = 5**	
		Score = 95	

No	Question	Answer
1	What is Wisnu's hobby, according to the text?	his hobby is reading magazines
	What kinds of QAR Strategy used in question number 1?	Think and search
2	What should participants do to join the contest?	The participants should take pictures with the sports magazine on their hands, then uploaded their photographs into the magazine's social media
	What kinds of QAR Strategy used in question number 2?	Think and search
3	What should people do to support the participants' photographs?	comment and like
	What kinds of QAR Strategy used in question number 3?	Think and Search
4	Why do you think the person with the most 'likes' becomes the winner?	because many people like the pictures
	What kinds of QAR Strategy used in question number 4?	Author and you
5	Who do you think would receive the most 'likes'?	people who get many like and comment and it was nice
	What kinds of QAR Strategy used in question number 5?	On my own

Meeting : 2

Task : 3

Timestamp	6/16/2020 11:49:12	**Score**	
Name	Klarisa Maulidina Eka Aprisia	**Correct = 8**	
Students' Number	34	**Score = 40**	

No	Question	Answer
1	What is the best title for the text above?	c. Go to Bunaken Island
2	What does the text tell about?	a. A trip for New Zealand
3	What is the main idea of the first paragraph?	b. I left New Zealand for Bunaken Island with New Zealand divers.
4	Where is the main idea of the third paragraph?	c. In the middle of the paragraph
5	How did the writers feel about the journey to Bunaken Island?	a. It was easy
6	When did they get a general briefing?	b. Slowly after they arrived at New Zealand
7	Why did they need a good guide?	c. To accompany a group of New Zealand divers
8	"We saw groups of tiny fish" (line 5). The word "tiny" means …	c. Various
9	"I went there with a group of New Zealand divers" (line 1). What does the word "there" refer to?	a. Bunaken Island
10	"It included a description about how to take pictures underwater" (lines 3-4). What does the word "it" refer to?	d. Taking pictures
11	What is the best title for the text? ….	b. The cats
12	What does the text tell about?	c. Helping the cat
13	Where is the main idea of the first paragraph?	c. In the first sentence
14	Where is the main idea of the second paragraph?	c. In the first sentence
15	Where did my brother and I play badminton?	c. Behind our mango tree
16	In write opinion, how did the cat look like?	b. It looked funny
17	What did the writers' dad do to help his brother?	b. The writer's father climb the tree to help cat.
18	"It was difficult because the tree was so high" (line 5). What is the synonym of the word "difficult" in the second paragraph?	b. Rough
19	"Then he borrowed a ladder from our neighbor and help my brother down" (line 7-8). What does the meaning of the word "our"?	c. The writer and the cat
20	"He reached the cat and passed it to me". (line 4-5). What does the word "it" refer to?	b. The cat

Meeting : 2

Task : 3

Timestamp	6/16/2020 10:55:13	**Score**	
Name	Udyana Rosida Utami	**Correct**	**= 18**
Students' Number	32	**Score**	**= 90**

No	Question	Answer
1	What is the best title for the text above?	d. Diving in Bunaken Island
2	What does the text tell about?	d. A trip to Bunaken Island
3	What is the main idea of the first paragraph?	d. I went to Bunaken Island with a group of New Zealand divers.
4	Where is the main idea of the third paragraph?	d. In the first sentence
5	How did the writers feel about the journey to Bunaken Island?	b. It was difficult
6	When did they get a general briefing?	a. In a short time after they arrived at New Zealand
7	Why did they need a good guide?	a. To identify kinds of fish
8	"We saw groups of tiny fish" (line 5). The word "tiny" means …	d. Small
9	"I went there with a group of New Zealand divers" (line 1). What does the word "there" refer to?	a. Bunaken Island
10	"It included a description about how to take pictures underwater" (lines 3-4). What does the word "it" refer to?	a. A general briefing
11	What is the best title for the text? ….	b. The cats
12	What does the text tell about?	c. Helping the cat
13	Where is the main idea of the first paragraph?	c. In the first sentence
14	Where is the main idea of the second paragraph?	c. In the first sentence
15	Where did my brother and I play badminton?	b. Behind our house
16	In write opinion, how did the cat look like?	d. It looked scared
17	What did the writers' dad do to help his brother?	c. The writer's father borrowed our neighbor's ladder to help his brother
18	"It was difficult because the tree was so high" (line 5). What is the synonym of the word "difficult" in the second paragraph?	c. Hard
19	"Then he borrowed a ladder from our neighbor and help my brother down" (line 7-8). What does the meaning of the word "our"?	b. The writer and his family
20	"He reached the cat and passed it to me". (line 4-5). What does the word "it" refer to?	b. The cat

Appendix L

The Documentations
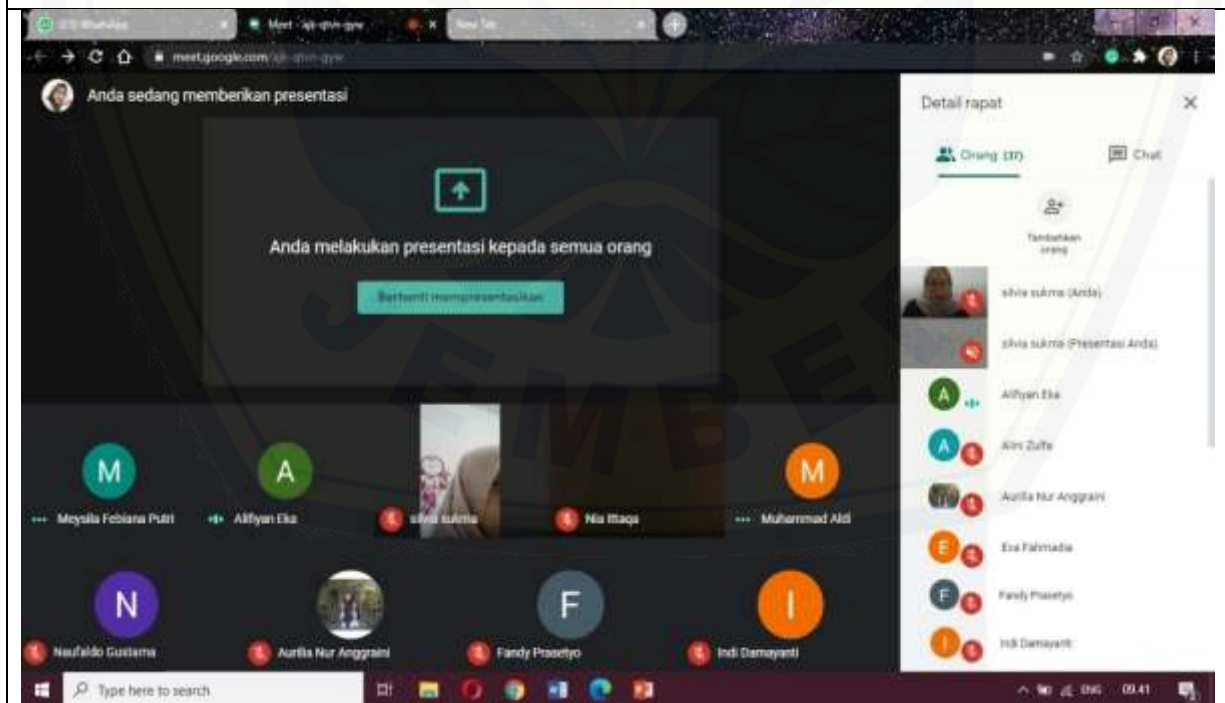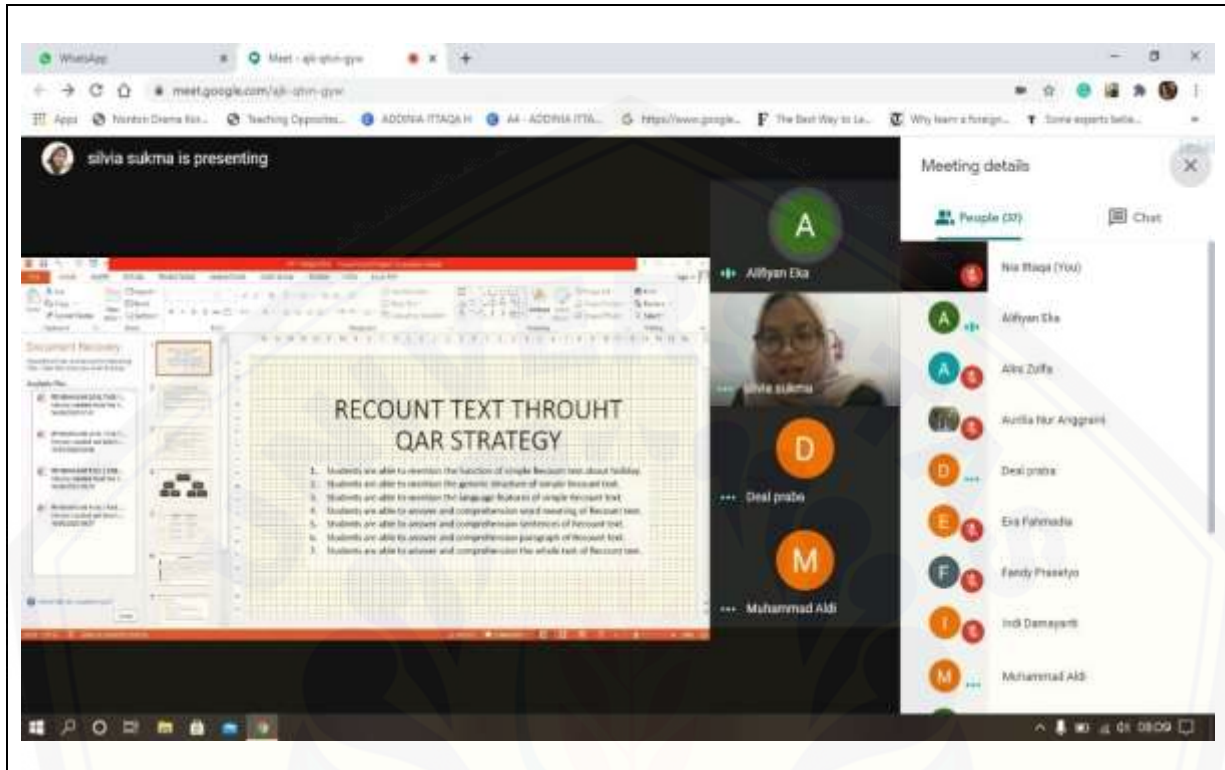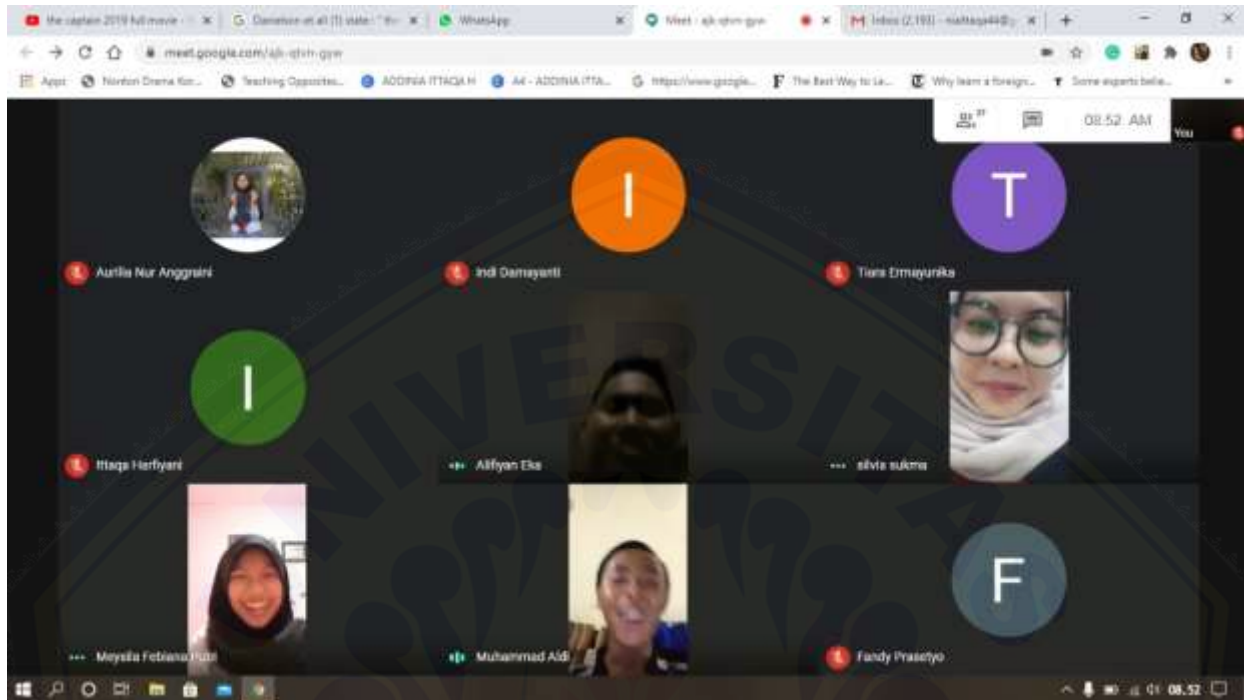
Appendix M

The Permission Letter for Accomplishing the Research

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331-334988, 330738Fax: 0331-334988
Laman: www.fkip.unej.ac.id

Nomor : 2 7 2 6 /UN25.1.5/LT/2020   0 9 JUN 2020
Lampiran : -
Hal : Permohonan Izin Penelitian

Yth. Kepala Sekolah
SMP Negeri 7 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini:

Nama	:	Febriana Silvia Sukma Hunaidar
NIM	:	160210401048
Jurusan	:	Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris
Waktu Penelitian	:	Juni s.d Juli 2020

Berkenaan dengan penyelesaian masa studi mahasiswa tersebut, bermaksud melaksanakan Penelitian dengan judul "The Use Of Question Answer Relationship (QAR) Strategy to Improve the Eighth Grade Students' Reading Comprehension Achievement at Junior High School" di sekolah yang saudara pimpin. Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terimakasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP 19670625 199203 1 003

Appendix N

The Statement Letter of Accomplishing the Research

PEMERINTAH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 7 JEMBER
KECAMATAN PATRANG
Alamat : Jalan Cendrawasih No. 22 Telp. 486475 Jember

SURAT KETERANGAN
No : 422/069/310.01/205.23892/2020

Yang bertanda tangan di bawah ini :

Nama : Drs. Syaiful Bahri, MPd
NIP : 196401019185011002
Pangkat/Golongan : Pembina Tk I/IVb
Jabatan : Kepala SMP Negeri 7 Jember

Menerangkan dengan sebenarnya bahwa :

Nama : Febriana Silvia Sukma Hunaidar
NIM : 160210401048
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Institusi : Universitas Jember

Judul :
"The Use of Question Answer Relationship (QAR) Strategy to Improve The Eight Grade Students' Reading Comprehension Achievement at Junior High School "

Yang bersangkutan benar-benar telah melaksanakan penelitian tanggal 15 Juni – 17 Juni 2020 di SMP Negeri 7 Jember.

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 20 Juni 2020
Kepala Sekolah

Syaiful Bahri, MPd.
NIP. 196401091985011002