



**IMPROVING THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT BY USING QUESTION-ANSWER
RELATIONSHIPS (QARs) STRATEGY AT SMPN 3 BALUNG IN THE
2011/2012 ACADEMIC YEAR**

THESIS

By

**Kholisah
NIM 070210491049**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2012**



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THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of
the English Language Education Study Program, Language and Arts Education
Department, The Faculty of Teacher Training and Education
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Written by:

KHOLISAH
NIM 070210491049

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DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Bapak Suroso and Ibu Siti Aisyah.
2. All my teachers and lecturers.
3. My beloved husband.

MOTTO

**“The more you read, the more things you will know. The more that you learn,
the more places you'll go.”***)

* Dr. Seuss, "I Can Read With My Eyes Shut!"

APPROVAL SHEET

IMPROVING THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING QUESTION-ANSWER RELATIONSHIPS (QARs) STRATEGY AT SMP NEGERI 3 BALUNG IN THE 2011/2012 ACADEMIC YEAR

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Presented as One of the Requirements to Obtain the Degree of S1 of
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The Faculty of Teacher Training and Education
Jember University

By:

Name : Kholisah
Identification Number : 070210491049
Level of Class : 2007
Department : Language and Arts
Place of Birth : Jember
Date of Birth : 10th August 1989

Approved by:

The First Consultant

The Second Consultant

Drs. Sugeng Ariyanto, M.A.
NIP. 19590412 198702 1 001

Drs. Sudarsono, M.Pd.
NIP. 131993442

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Date : 19th June 2012

Place: The Faculty of Teacher Training and Education, Jember University.

The Committee

The Chairperson

The Secretary

Drs. Wiwik Eko B., M.Pd.
NIP. 19561214 198503 2 001

Drs. Sudarsono, M.Pd.
NIP. 131993442

The Members

- | | |
|---|----|
| 1. Dra. Zakiyah Tasnim, M.A.
NIP. 1962011019870 2 001 | 1. |
| 2. Drs. Sugeng Ariyanto, M.A.
NIP. 19590412 198702 1 001 | 2. |

The Dean,

Faculty of Teacher Training and Education

Drs. Imam Muchtar, S.H., M.Hum
NIP 19540712 198003 1 005

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, 21 May 2012

The Writer

LIST OF TABLES

	Page
Table 2.1 Raphael and Au's Model of Using QARs in ELT	24
Table 3.1 The Scoring Guide of Reading Test Result	33
Table 3.2 The Criteria of the Appropriate Answer in Open-Ended Question	34
Table 3.3 The Observation checklist for students' active involvement.....	37
Table 3.4 The Classification of Score Levels	39
Table 4.1 The Schedule of Cycle I.....	40
Table 4.2 The Students' Reading Test Scores in Cycle I	42
Table 4.3 The Classification of Frequency and Score Level in Cycle I	44
Table 4.4 The Revision on Some Necessary Aspects.....	47
Table 4.5 The Schedule of Cycle II	49
Table 4.6 The Students' Reading Test Scores in Cycle II	50
Table 4.7 The Classification of Frequency and Score Level in Cycle II.....	52
Table 4.8 The Improvement of the Students' Reading Score	56

TABLE OF CONTENTS

	Page
TITLE	i
DEDICATION	ii
MOTTO	iii
CONSULTANTS APPROVAL	iv
APPROVAL OF THE EXAMINATION COMMITTEE	v
ACKNOWLEDGEMENT	vi
LIST OF TABLES	vii
TABLE OF CONTENTS	viii
TABLE OF APPENDICES	xi
SUMMARY	xiii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problems of the Research	5
1.3 Objectives of the Research	5
1.4 Significance of the Research	5
CHAPTER 2. LITERATURE REVIEW	7
2.1 Reading Comprehension	7
2.2 Reading Comprehension in ELT	8
2.2.1 Word Comprehension	9
2.2.2 Sentence Comprehension	10
2.2.3 Paragraph Comprehension	11
2.2.4 Text Comprehension	11
2.3 Narrative Text	12
2.4 The Importance of Teaching Reading	12
2.5 Some Techniques in Teaching Reading	13

2.5.1 SQ3R	13
2.5.2 Directed Reading Thinking Activity (DRTA)	14
2.5.3 K-W-L	15
2.5.4 The ReQuest (Reciprocal Questioning)	15
2.5.5 ERRQ	15
2.5.6 QARs	16
2.6 The Nature of Question-Answer Relationships (QARs)	
Strategy	16
2.6.1 The Classification of QARs Strategy	18
2.2.2 The Examples of QARs Question in a Reading Test	22
2.7 The Procedure of Teaching Reading Comprehension	
through QARs Strategy	23
2.8 Action Hypotheses	26
CHAPTER 3. RESEARCH METHODS	27
3.1 Research Design	27
3.2 Area Determination Method	29
3.3 Research Subject Determination Method	30
3.4 Operational Definition of the Terms	30
3.4.1 Question-Answer Relationships (QARs) Strategy	30
3.4.2 Reading Comprehension Achievement	31
3.5 Data Collection Methods	31
3.5.1 Reading Comprehension Test	31
3.5.2 Classroom Observation	34
3.5.3 Interview	35
3.5.4 Documentation	35
3.6 Research Procedures	35
3.6.1 The Planning of the Action	36

3.6.2 The Implementation of the Action	36
3.6.3 Classroom Observation	36
3.6.4 Evaluation of the action and the Success Criteria of the Action	37
3.6 Data Analysis Method and Reflection of the Action	38
3.7.1 Data Analysis	38
3.7.2 Reflection of the Action	40
CHAPTER 4. RESULTS, DATA ANALYSIS AND DISCUSSION	41
4.1 The Results of the Implementation of the Action in Cycle I	41
4.1.1 The Results of the Reading Test in Cycle I	43
4.1.2 The Results of Observation in Cycle I	46
4.1.3 The Results of Reflection in Cycle I	47
4.2 The Results of the Implementation of the Action in Cycle II	49
4.2.1 The Results of the Reading Test in Cycle II	51
4.2.2 The Results of Observation in Cycle II	54
4.2.3 The Results of Reflection in Cycle II	55
4.3 The Results of Interview	55
4.4 The Results of Documentation	56
4.5 The Result of Students' Reading Comprehension	57
4.6 Discussion	59
CHAPTER 5. CONCLUSIONS AND SUGGESTIONS	62
5.1 Conclusions	62
5.2 Suggestions	63
REFERENCES	

TABLE OF APPENDICES

	Page
A. Research Matrix	67
B. Interview Guide	70
C. The Names of the Research Subjects of Class VIII E SMP Negeri 3 Balung Jember	71
D. The Students' Previous Reading Scores	72
E. Observation Checklist for the Students' Active Involvement	73
F. The Scoring Guide of Reading Test Result	75
G. Lesson Plan 1 Cycle I Meeting 1	76
H. Lesson Plan 2 Cycle I Meeting 2	86
I. Reading Test (Cycle I)	97
J. Lesson Plan 3 Cycle II Meeting 1	104
K. Lesson Plan 4 Cycle II Meeting 2	113
L. Reading Test (Cycle II)	123
M. Observation Checklist Cycle I Meeting 1	129
N. Observation Checklist Cycle I Meeting 2	131
O. Observation Checklist Cycle II Meeting 1	133
P. Observation Checklist Cycle II Meeting 2	135
Q. The Students' Reading Test Score in Cycle I	137
R. The Students' Reading Test Score in Cycle II	138
S. The Samples of the students' Reading Test Cycle I	139
T. The Samples of the students' Reading Test Cycle II	151
U. Permission Letter of Conducting Research from the Faculty of Teacher Training and Education, Jember University	166
V. Statement Letter for Accomplishing the Research from SMP Negeri 03Balung Jember	167

SUMMARY

Improving the Eighth Grade Students' Reading Comprehension Achievement by Using Question-Answer Relationships (QARs) Strategy at SMP Negeri 3 Balung Jember in the 2011/2012 Academic Year; Kholisah; 070210491049; 2012; 66 pages; English Education Program Faculty of Teacher Training and Education Jember University.

This Classroom Action Research was intended to improve the eighth grade students' reading comprehension achievement by using Question-Answer Relationships (QARs) strategy at SMP Negeri 3 Balung Jember in the 2011/2012 academic year. The research subjects were the students of class VIII E that were determined purposively by consulting to the eighth grade English teacher. Based on the information from the teacher, this class had the lowest reading comprehension achievement among other six classes of grade VIII. The average score of reading was 66.3 (fair category). It is below the mastery score level of reading at that school that is 70.

This classroom action research was done in two cycles in which each cycle covered four stages of activities, namely planning the action; implementing the action; observing and evaluating; and analyzing the data and reflecting the action. Each cycle was conducted in two meetings. The data about the students' reading comprehension achievement were collected by administering the reading comprehension test after the actions given. Observation was used to monitor the process of teaching reading by using QARs strategy and the students' active involvement in the classroom.

In cycle I, the results of the reading test showed that the mean score of the students' achievement test was 68.75 (fair category). Then, there was 63.8% of the total students could achieve the target score that was at least ≥ 70 . In other words, the percentage of the students who got score at least ≥ 70 was below 75%. Then, based on the classroom observation it was revealed that there were only 27 of 36 students (75%) who were actively involved in the teaching learning

activities in the first meeting and there were 31 of 36 students (86.1%) who were actively involved in the teaching learning activities in the second meeting. It means that the result of the observation in cycle I achieved the requirement of the research because the result of the observation in the first meeting achieved the requirement of the research that was at least 75% of the students. It showed that this research result of observation had fulfilled the criteria of the success of the action, but considering the students' reading comprehension; the mean score of the students reading test was still under the success criteria, it means that it was necessary to conduct the second cycle to do some improvement.

The actions were continued to the second cycle by revising some necessary aspects. The English teacher and the researcher collaborated in doing the actions. The students were asked to do the reading test in cycle II and the observation was done by the observer during the actions in cycle II. Besides, the teacher gave more attention to the students whether or not they had understood the materials. Moreover, the English teacher and the researcher tried to give the students a list of unfamiliar words taken from the text being read and the meanings, pair the students in the activity of reading exercise in order they could share their knowledge with their partners and give prompting questions to the students to encourage their arguments in order to answer the open-ended questions. It was hoped that the revisions could help the students in improving their reading comprehension achievement.

In the second cycle, the results of reading test showed improvement. The mean score of the students' reading comprehension test was 72.14 (good category). It was higher than the mean score in cycle I that was 68.75. Then, there was improvement of the students who could achieve the target score required, that was at least 75% of the students. There were 29 students or 80.5% of the total students got scores at least ≥ 70 . Regarding the students' active involvement in the teaching learning process of reading, it also improved. Then, based on the classroom observation it was revealed that there were 33 of 36 students (91.6%) who were actively involved in the teaching learning activities in the first meeting and there were 34 of 36 students (94.4%) who were actively involved in the

teaching learning activities in the second meeting. These results indicated that this research fulfilled the criteria of the success of this action research.

Based on the results, it could be concluded that the teaching of reading by using QARs strategy could improve the students' reading comprehension achievement as well as their active performance in the process of reading teaching learning. Then, it is suggested that the English teachers to use QARs strategy as an alternative strategy in teaching reading to improve the students' reading comprehension achievement. It also showed the students that they can improve their reading comprehension achievement by applying QARs strategy in their reading activity as one of the alternative strategies in improving reading comprehension and for the future researchers who have the similar problem in teaching reading are suggested to use this research result as information and a reference to conduct a further research for teaching reading or other skills with the same design, such as the use of QARs strategy to improve the students' writing ability.