

**AN UNDERGRADUATE THESIS**

**THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY  
TO IMPROVE THE READING COMPREHENSION ABILITIES IN  
NARRATIVE TEXT AMONG THE EIGHT GRADERS OF SMPN 1  
PENAWARTAMA TULANG BAWANG**

by;

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**Tarbiyah And Teacher Training Faculty  
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1446 H/2025 M**

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TO IMPROVE THE READING COMPREHENSION ABILITIES IN  
NARRATIVE TEXT AMONG THE EIGHT GRADERS OF SMPN 1  
PENAWARTAMA TULANG BAWANG**

Present as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Departement

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1446 H/2025 M**



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**APPROVAL PAGE**

Title : THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY TO IMPROVE THE READING COMPREHENSION ABILITIES IN NARRATIVE TEXT AMONG THE EIGHT GRADERS OF SMPN 1 PENAWARTAMA

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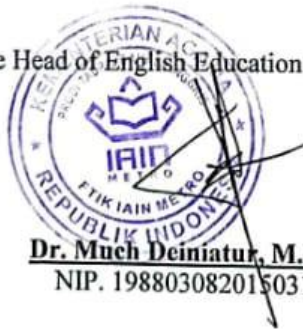
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*Assalamu'alaikum, Wr. Wb*

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ABILITIES IN NARRATIVE TEXT AMONG THE EIGHT  
GRADERS OF SMPN 1 PENAWARTAMA

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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*Assalamu'alaikumWr.Wb.*

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ABILITIES IN NARRATIVE TEXT AMONG THE EIGHT  
GRADERS OF SMPN 1 PENAWARTAMA


Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikumWr.Wb.*

  
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**RATIFICATION PAGE**

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An Undergraduate Thesis entitled: THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY TO IMPROVE THE READING COMPREHENSION ABILITIES IN NARRATIVE TEXT AMONG THE EIGHT GRADERS OF SMPN 1 PENAWARTAMA TULANG BAWANG, written by: Leony Devasha Tusanti, Student Number: 2001051015, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, December 23<sup>rd</sup> 2024 at 13.00 - 15.00 WIB.

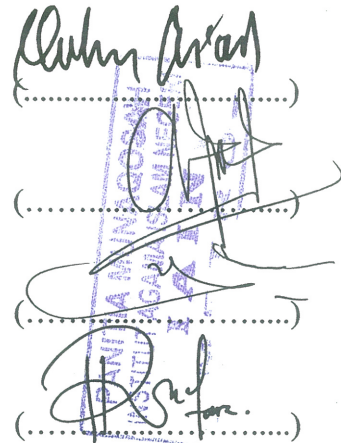
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**THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY  
TO IMPROVE THE READING COMPREHENSION ABILITIES IN  
NARRATIVE TEXT AMONG THE EIGHT GRADERS OF SMPN 1  
PENAWARTAMA TULANG BAWANG**

**ABSTRACT**

**BY:**

**LEONY DEVASHA TUSANTI**

This research aims to know the use of Question-Answer Relationship (QAR) strategy to improve students' reading comprehension ability in narrative text. This research is a Classroom Action Research (CAR). The research is conducted in two cycles, and each cycle consists of planning, acting, observing, and reflecting. The object of this research is the eight grader of SMPN 1 Penawartama. In collecting the data, the researcher used observation, test, and documentation. The result of this research showed that QAR strategy had positive role in improving the reading comprehension ability in narrative text among the eight graders of SMPN 1 Penawartama. The results of this research show an improvement in students' reading comprehension ability. This improvement can be seen from the average scores of students in the pre-test, post-test 1 and post-test 2. The improved from 62 in the pre-test to 67 in post-test 1 of cycle I and to 77 in post-test 2 of cycle II. Based on these results, it can be concluded that the improvement in students' reading comprehension through the use of Question-Answer Relationship (QAR) in class VIII of SMPN 1 Penawartama was successful because the research criteria were well achieved. Question-Answer Relationship (QAR) are an effective learning strategy that can help improve the reading comprehension ability of class VIII SMPN 1 Penawartama.

**Keywords:** *Question-Answer Relationship Strategy, Reading Comprehension Ability, Classroom Action Research*

**PENGGUNAAN STRATEGI QUESTION-ANSWER RELATIONSHIP  
(QAR) UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN  
MEMBACA PADA TEKS NARASI PADA SISWA KELAS DELAPAN  
SMPN 1 PENAWARTAMA TULANG BAWANG**

**ABSTRAK**

**OLEH:**

**LEONY DEVASHA TUSANTI**

Penelitian ini bertujuan untuk mengetahui bahwa penggunaan strategi Question-Answer Relationship (QAR) dapat meningkatkan kemampuan pemahaman membaca siswa dalam teks narasi. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Penelitian dilaksanakan dalam dua siklus, dan setiap siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Objek penelitian ini adalah siswa kelas VIII SMPN 1 Penawartama. Dalam pengumpulan data, peneliti menggunakan observasi, tes, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa strategi QAR mempunyai peran positif dalam meningkatkan kemampuan pemahaman membaca dalam teks narasi pada siswa kelas delapan SMPN 1 Penawartama. Hasil penelitian ini menunjukkan adanya peningkatan kemampuan pemahaman membaca siswa. Peningkatan ini terlihat dari rata-rata skor siswa pada pre-test, post-test 1 dan post-test 2. Meningkat dari 62 pada pre-test menjadi 67 pada post-test 1 siklus I dan menjadi 77 pada post-test 2 siklus II. Berdasarkan hasil tersebut, dapat disimpulkan bahwa peningkatan pemahaman membaca siswa melalui penggunaan Question-Answer Relationship (QAR) di kelas VIII SMPN 1 Penawartama adalah berhasil karena kriteria penelitian tercapai dengan baik. Question-Answer Relationship (QAR) merupakan strategi pembelajaran efektif yang dapat membantu meningkatkan kemampuan pemahaman membaca siswa kelas VIII SMPN 1 Penawartama.

**Kata Kunci:** *Question Answer Relationship Strategi, Kemampuan Membaca Pemahaman, Penelitian Tindakan Kelas*



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States this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are quoted from the bibliographies mentioned.

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The Researcher,



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Metro, 18 December 2024



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## MOTTO

انَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

*“Indeed, with difficulty there is ease.”*

*(Q.S. Al-Insyirah:6)*

*“No matter how many mistakes you make or how low your progress, you are still way ahead of everyone who isn't trying”*

*(Tony Robbins)*

## DEDICATION PAGE

Firstly, I would like to express my thanks to the presence of Allah SWT for all the blessings in the form of health, strength, and lots of inspiration in the process of completing this thesis. Shalawat and greetings are always bestowed on the Prophet Muhammad SAW. The author dedicates this thesis as proof of the author's spirit of business and love and affection for very valuable people. This undergraduate thesis is dedicated to:

1. My parent, Sujarwo and Susanti. They played a very important role in completing the writer's study program, he also did not have the opportunity to experience education until college, but the spirit of motivation and prayer he always gave made the writer able to complete his studies until he graduated.
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5. To friend Kost Dwi Tunggal and Dwi Susanti, thank you for listening to the author's story, providing support and encouragement. Thank you for being part

of the journey to complete this thesis

6. My beloved Almamater State Institute of Islamic Studies (IAIN) Metro.

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Sincere gratitude and respect are extended by the writer to the Rector of IAIN Metro Prof. Dr. Hj. Siti Nurjanah, M.Ag. PIA., the Dean of Tarbiyah and Teacher Training Faculty, Dr. Zuhairi, M.Pd., the Head of the English Education Department, Dr. Much Deiniatur, M.Pd. B.I., Advisor Dr. Mahrus As'ad, M.Ag, and all lecturers in the English Education Department for their contributions, evaluations, and suggestions during the completion of this research. The writer also wishes to thank his parents, brother, friends, and special support system.

Finally the research can accomplish this thesis “The Use of Question-Answer Relationship (QAR) Strategy to Improve The Reading Comprehension Abilities in Narrative Text Among The Eight Graders of SMPN 01 Penawartama”. During the writing of thesis, the writer received much assistance from a number of people, for their veluable guidance, correction, suggestion, advice and golden support. Without them, the writing of this thesis would never been possibly completed.

Metro, 03 January 2025  
Researcher



**Leony Devasha Tusanti**  
**2001051015**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Language is a primary communication tool that can be used by people to present the ideas, something in mind or feelings, and to communicate with other people around the world. There are many languages that used in the globalized era, one of which is English. English has become an international language that is almost used by all countries in many aspects.

For instance, Indonesia is one of various countries that declared English as its first foreign language. It is proven by knowing that English is taught to the students from junior high school until university, and is taught in elementary school as a local content choice.

Therefore, there are some skills that should be mastered and practiced in learning English namely listening, speaking, reading, and writing. Listening and reading are receptive skills, speaking and writing are productive skills. All of the students have to learn both receptive and productive skills.

Among those four basic skills, reading is the most important skill to be developed and to be given a particular stress in classroom, because reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is the first step to get practice and familiar in their pronunciation in English and after reading there is reading comprehension in it. It takes on a very significant role in teaching English as a foreign or second

Language. By reading, we can increase pronunciation skill and think critically as well.

Although reading skill is categorized as receptive skill, it doesn't mean that reading is a passive activity. Reading is an active process that depends on the researcher ability to convey meaning using words and readers ability to create meaning from them.<sup>1</sup> It means that when we are reading a text, we have to connect what we already know about the information relating to the text to the words that the researcher has written, so that the reading will be called succeed.

When we comprehend a text, we must extract and construct meaning from the text by interacting and involving with the text. Comprehending text is crucial because it helps us to understand the writer's idea. After we understand the writer's idea from the text we have read, we will know what the text is about and how the content of the text is.

To be exact, reading comprehension is the main focus of reading activity in English, which is means that reading comprehension is important to education. There are several texts that should be comprehended by student, including narrative text. Narrative text is any reports of connected events, presented in a sequence of written or spoken words, and/or in a sequence of (moving) pictures.

Question-Answer Relationship (QAR) strategy is one of the strategies that had examined effective in improving reading comprehension. QAR

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<sup>1</sup>Deborah B. Daiek and Nancy M. Anter, *Critical Reading for College and Beyond*, (New York: Mc Graw Hill, 2004), p.5

strategy is invented by Taffy Raphael in 1986. Basically, QAR strategy is not a new strategy that is used in reading. Every strategy has its own advantages and disadvantages, and that prevails to QAR strategy as well. This strategy teaches students to divide the questions based on their categories, and it helps them to understand more both the questions and the answers inside the text.

Based on the Pra-Survey data which has done at SMPN 1 Penawartama at December 11st, 2023, there are some problems faced by students in learning English. Below is the data of students' score in reading:

**Table 1**  
**The score of the Result of Pre-Survey**

No	Grade	Categories	Frequency	Percentages
1	>75	Complete	5	17,85%
2	<75	Incomplete	23	82,15%
	Total		28	100%

*Source: The English teacher archive, taken on the Pre-Survey at December, 11st 2023.*

Based on the explanation above, that there are twenty three students' of twenty eight students' having low ability in reading comprehension narrative text. This means that more than 50% of the 8<sup>th</sup> grade students' of SMPN 1 Penawartama have low ability in understanding narrative text. They have difficulty in understanding the meaning of the text. Students also have difficulty in deducing the content and moral value of the text.

So the researcher interested to conduct the research by using Question Answer Relationship as a strategy. Referring to the case above, the writer interested to conduct a research entitled "The Use of Question-Answer Relationship (QAR) Strategy to Improve the Reading Comprehension

Abilities in Narrative Text Among the Eight Graders at of SMPN 1 Penawartama”.

### **B. Problem Identification**

Referring to the background above, the problems can be identified as follows:

1. The students have difficulties in understanding text structure.
2. The students are not capable indistinguish question type.
3. The students have difficulties to understand the content and the meaning of the text

### **C. Problem Limitation**

Based on the problem identification above, the researcher limits the problems focus in improving students' reading comprehension by using the strategy, the students have difficulties to understand the content and the meaning of the passage.

### **D. Problem Formulation**

The problem is formulated as follows: Can Question-Answer Relationship (QAR) strategy improve reading comprehension ability among the eight graders of SMPN 1 Penawartama?



## **E. Objective and Benefit of the Study**

As follow to know what the objectives and the benefits of this study are:

### **a. Objective of the Study**

To know whether by using Question-Answer Relationship (QAR) strategy to improve reading comprehension among the eight graders of SMPN 1 Penawartama.

### **b. Benefits of the Study**

#### **a. For the Students:**

- 1) As an effective way in improving their reading comprehension ability.
- 2) As a strategy to improve their skill in answering various questions about reading comprehension ability.

#### **b. For the Teachers:**

- 1) As a help to solve students' problems in reading comprehension ability.
- 2) As a help to teach the students identifying the content of the narrative text based on the questions related.
- 3) As a tool to know the advantages of using Question-Answer Relationship (QAR) strategy in order to teach reading comprehension more effectively and interestingly.

## **F. Prior Research**

This research was conducted in conjunction with several previous studies that discussed the existing topic of discussion. Researchers explain the scope of research such as objectives, methods and results.

The first previous research was conducted by Angela Ika Rizky Nuari entitled “THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY TO IMPROVE READING COMPREHENSION ABILITY IN NARRATIVE TEXT AMONG THE EIGHT GRADERS OF MTSN 1 EAST LAMPUNG” This study aimed to investigate whether implementing the Question-Answer Relationship (QAR) strategy could enhance students' comprehension of narrative texts.

The research followed a classroom action research (CAR) approach, conducted in two cycles comprising planning, implementation, observation, and reflection. The focus was on assessing students' reading comprehension, utilizing observations, tests, and documentation. The study was carried out in collaboration with the English teacher at MTsN 1 East Lampung. The findings indicated a positive impact of the QAR strategy on improving eighth-grade students' comprehension of narrative texts at MTsN 1 East Lampung. This was evident in the increase in average scores from the pre-test (66) to the post-test (74.68 to 76.79), suggesting an improvement in comprehension. Thus, employing the QAR strategy appeared to enhance students' reading comprehension. In conclusion, the research demonstrated the effectiveness of

the QAR strategy in enhancing students' comprehension of narrative texts, as evidenced by their improved comprehension scores.<sup>2</sup>

The second research is conducted by Robiatul Adawiyah H in titled "ENHANCING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT THROUGH QUESTION-ANSWER AND RELATIONSHIP (QAR) STRATEGY AND SELF-EFFICACY" The aim of this study was to empirically investigate the impact of the Question Answer and Relationship (QAR) Strategy and Self-Efficacy on the reading comprehension of narrative texts among eighth-grade students at SMPN 2 Ciputat Timur.

The research adopted a quasi-experimental approach with a Treatment by Level Design involving a sample of 72 students, divided equally into experimental and control groups. The sample was selected using cluster random sampling. Data was collected through students' self-efficacy questionnaires before treatment and reading comprehension tests after treatment. Analysis was conducted using Two-Way ANOVA with SPSS version 22. The findings indicated that: (1) the QAR strategy was more effective in improving students' reading comprehension compared to conventional techniques, (2) the effectiveness of teaching strategies on reading comprehension depended on students' self-efficacy levels, (3) the QAR strategy was particularly effective in enhancing reading comprehension among students with high self-efficacy, and (4) for students with low self-efficacy,

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<sup>2</sup>Angela Ika Rizky Nuari, *The Use of Question-Answer Relationship (QAR) Strategy To Improve Reading Comprehension Ability in Narrative Text Among The Eight Graders Of MTs 1 East Lampung* (Thesis, IAIN Metro, 2019), 68.

neither the QAR strategy nor conventional techniques significantly impacted reading comprehension. In conclusion, the combination of the QAR strategy and students' self-efficacy has been demonstrated to enhance students' reading comprehension of narrative texts in English learning.<sup>3</sup>

The third research was conducted by Dian Gustia, with the titled “TEACHING AND LEARNING READING COMPREHENSION THROUGH QUESTION-ANSWER-RELATIONSHIP (QAR) STRATEGY TO THE SECOND SEMESTER OF EIGHTH GRADE STUDENTS OF MTS ASSALAM TANJUNG SARI LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2017/2018”The aims of this study are to understand and describe the process of teaching and learning reading comprehension through the QAR strategy, to identify and describe the challenges faced by teachers in implementing the QAR strategy for teaching reading comprehension, and to recognize and describe the difficulties encountered by students in learning reading comprehension through the QAR strategy.

This research utilized a qualitative descriptive research method and employed purposive sampling to select the sample. VIII B class was chosen as the sample due to having the lowest average scores. Data collection involved three instruments: observation, interviews, and questionnaires. Data analysis proceeded through three main phases: data reduction, data display, and conclusion drawing or verification. The results of the research are as follows:

Firstly, the teaching-learning processes in the classroom were not optimal, as

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<sup>3</sup>Robiatul Adawiyah H, "Enchancing Students' Reading Comprehension Of Narrative Text Through Question-Answer And Relationship (QAR) Strategy And Self-Efficac"Thesis (UIN Syarif Hidayatullah Jakarta,2023)

teachers did not fully adhere to the QAR steps outlined in Margareth's teaching and learning procedure using QAR. While some students appeared actively engaged in discussions, others seemed less responsive. Secondly, students faced several challenges, including inadequate vocabulary mastery, basic skills mastery, decoding, identifying main ideas, making inferences, reading speed, working memory, and lack of motivation and interest in learning reading comprehension. Thirdly, teachers encountered various issues such as selecting appropriate teaching materials, providing meaningful feedback, supporting, stimulating, engaging students, and managing time effectively.<sup>4</sup>

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<sup>4</sup> Dian Gustia. *"Teaching and Learning Reading Comprehension through QAR Strategy to the second Semester of Eight Grade Students of MTs Assalam Tjung Sari Lampung Selatan in the Academic Year of 2017/2018."* Undergraduate Thesis (UIN Raden Intan Lampung, 2018)

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

#### **A. Theoretical Review**

This chapter discussed several essential point. It contains the theories that support the research. It includes concept of reading comprehension ability, concept of Question-Answer Relationship (QAR) strategy and concept of teaching reading comprehension through Question-Answer Relationship (QAR) strategy, and the explanations of each sub-topic are as follows:

##### **1. The Concept of Reading Comprehension Ability**

###### **a. Definition of Reading Comprehension Ability**

Ability can also be called competence. So the word competent means having the ability and skills in his field, so that he has authority or authority to do something within the limits of his knowledge. Competence is a combination of three educational domains which include the realm of knowledge, skills and attitudes that are formed in patterns of thinking and acting everyday life. According to Chaplin, ability (ability, proficiency, dexterity, talent, ability) is the energy (strength) to do something deed.<sup>1</sup>

Comprehension is the ability to capture and understand information, whether written, verbal or visual, so that someone can process and interpret the information correctly. Comprehension

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<sup>1</sup> Hasanah, A., & Lena, M. S. (2021). Analysis of initial reading abilities and difficulties faced by elementary school students. *Educative: Journal of Educational Sciences*, 3(5), 3296-3307.

includes the ability to analyze, assess, and conclude from the material studied.

According to Bloom, In the Taxonomy of Educational Objectives, Benjamin Bloom places comprehension as the second level in the cognitive realm after knowledge. Bloom defines comprehension as the ability to understand the meaning or idea of information without needing to remember it word for word. Understanding here means students are able to explain or interpret information.<sup>2</sup>

Furthermore, Smith states that comprehension is building understanding, both of a particular text and the more global concepts around which it is built. It is an active and demanding process, especially when students are reading to learn new and difficult concepts. He also defines that reading comprehension is a process that begins with word recognition.<sup>3</sup>

In addition, the researcher concludes that comprehension is an ability to figure out the meaning of the message contained in the text the readers read by involving what the readers have known in the past as experience.

The definition of reading according to Ade Irma Suryani, reading is a process of constructing meaning where there is interaction between written words children read with the experience they have gained. First stage in reading is by looking at writing and fixing its

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<sup>2</sup> Beatty Jr, R. (1975). Reading comprehension skills and bloom's taxonomy. *Literacy Research and Instruction*, 15(2), 101-108.

<sup>3</sup> N.B Smith, *Be A Better Reader*, (Pearson: Pearson Learning Group, 2003), p.19.

meaning. Stage the second thing in reading is to confirm the meaning of the writing obtained previously so that the decision is obtained to continue the next reading though there is a possibility of error in prediction. The third stage is integrate new information with previous experience. Understanding children's ability to read is greatly influenced by the predictive quality of the writing sample, and children's knowledge.<sup>4</sup>

Based on the theory above, the researcher assumes that reading is an activity involving the process of interaction between the reader and the text in which the content of the next is selected to get an understanding of the message written beyond it.

There are several definitions of reading comprehension ability that stated by some experts. According to Farris et al, reading is the process of understanding the message that the author is trying to convey. It means we are making meaning from text at hand.<sup>5</sup>

Reading comprehension ability is an ability that fundamental to use in any aspects of life such as deep understanding read road signs, procedures drug use, as well as announcements written in

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<sup>4</sup> Ade Irma Suryani, "Factors That Influence Students' Reading Ability (Case Study at SDN 105 Pekanbaru)," *Primary: Teacher Education Journal* 9, no. 1 (February 26, 2020),

<sup>5</sup>Pamela J. Farris, Carol J Fisher, and Maria P. Walther, *Teaching Reading: A Balance Approach for Today's Classroom*, (New York: Mc-Graw Hill, 2004), p.321.



English. This ability is also very much needed by students in understanding various questions based on the discourse given.<sup>6</sup>

It was strengthened by Merisuo and Storm who said that reading comprehension ability is a complex process in which the reader constructs the meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text.<sup>7</sup>

In conclusion, reading comprehension ability is the process of understanding the message that the writer try to convey from the printed word. The ideas of the text that has constructed by reader must be meaningful and integrated too the reader's concepts. Comprehension process depends on some things; the reader's idea, experiences, reading backgrounds, and learning the ability to reading comprehension.

#### **b. The Factors of Reading Comprehension Ability**

Reading is a variant skill in which there are different types of reading skills that correspond to the many different purposes we have for reading. Reading comprehension is the ability to understand, analyze and interpret information presented in text. This includes the process of understanding the meaning of words, phrases, sentences and

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<sup>6</sup> Farwati, A. I., & Syaripudin, T. (2021). Application of Guided Reading Method to Improve Reading Comprehension Ability of Elementary School Students. *Elementary School Students Journal*, 6(1), 91-102.

<sup>7</sup> Merisuo & Storm, "Primary School Students' Reading Comprehension Skills.: International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), Volume 3, Issue 3, September 2012: 1

paragraphs to get the main message, intent and relevant details in the reading. Reading comprehension involves cognitive skills, such as recognizing main ideas, drawing conclusions, understanding relationships between ideas, and responding to text critically.<sup>8</sup>

Difference between Reading Comprehension and Reading is Reading generally refers to the activity of seeing and identifying words in text. In reading, someone can read words without having to understand the deep meaning or message the author wants to convey. Reading comprehension requires higher understanding so that someone can interpret the message or information in the reading.

According Noam Chomsky, the importance of language structure and how language is processed by the brain to understanding meaning. Factors that influence reading comprehension abilities include various cognitive, linguistic and environmental context aspects that support the comprehension process. Here are some of the main factors:

a) Linguistic Skills:

Vocabulary: This skill is very important because understanding the words encountered in the text is the basis of deeper understanding. The richer a person's vocabulary, the better he can understand the text.

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<sup>8</sup> Gilakjani, A. P., & Sabouri, N. B. (2016). A study of factors affecting EFL learners' reading comprehension skill and the strategies for improvement. *International journal of English linguistics*, 6(5), 180-187.

**Decoding Ability:** According to the Simple View of Reading model, decoding ability (the ability to sound out or recognize written words) is a basic component of reading comprehension ability. Difficulty in decoding can hinder overall understanding.

b) **Prior Knowledge or Background:**

Readers who have background or knowledge related to the topic of the text tend to understand its content more easily. This prior knowledge helps in integrating new information and making connections between concepts in the text and existing knowledge.

c) **Cognitive Ability:**

**Working Memory:** Reading comprehension ability requires a strong working memory, because readers must be able to store temporary information and relate it to new information. Limited working memory can affect the ability to understand long or complex texts.

**Inference Ability:** Making inferences or conclusions from text is an important skill in reading comprehension ability. Readers must be able to fill in information that is not written explicitly by making interpretations based on context.

d) **Reading Strategy:**

**Use of Active Reading Strategies:** Strategies such as making predictions, summarizing, and asking yourself questions while reading can help deepen understanding. Research shows that

readers who use this strategy have better comprehension than those who only read passively.

e) Reading Motivation and Attitude:

High motivation and a positive attitude towards reading are very helpful in increasing concentration and commitment in understanding texts. These emotional factors can influence how much effort a person puts into understanding a text.

f) Contextual Environment and Support:

Support from Teachers or Mentors: In an educational context, teacher guidance, especially in guiding effective reading strategies, can greatly influence students' ability to understand text.

Social and Cultural Context: Social and cultural background also influences comprehension, especially if the text contains a different cultural context or uses idioms and expressions that may be unfamiliar to the reader.<sup>9</sup>

This understanding underlines that reading comprehension abilities are the result of a complex interaction of various internal (such as cognitive and linguistic abilities) and external (such as environmental support) factors.

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<sup>9</sup> Nanda, R. P. (2019). *An Analysis Of Students' reading Comprehension Of Descriptive Text At Smit Al Fityah Pekanbaru* (Doctoral Dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).

### c. Levels of Reading Comprehension Ability

Burn, Roe & Ross propose four levels of reading comprehension: literal comprehension, interpretive comprehension, critical reading, and creative reading.<sup>10</sup>

#### 1) Literal Comprehension

The basis of literal comprehension is recognizing main ideas, details, causes and effect, and sequences. It is important since it is as prerequisite for higher-level understanding. It means that the literal comprehension question test the readers,, ability to think within the text and consider what has been literally and explicitly stated. There is no hidden meaning so the reader can take what is presented at face level.

For example: if the text states "Budi goes to school at 7 am," readers can answer the question "What time does Budi go?" appropriately. This capability is an important first step before moving on to more complex understanding, such as inference and analysis.

#### 2) Interpretative Comprehension

Interpretive comprehension consist of inferring main ideas of passages in which the main ideas are not directly stated, inferring cause-and-effect relationships when they are not directly stated, inferring omitted words. It means that interpretive meaning often

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<sup>10</sup> Burn & Roe & Ross, *Teaching Reading in Today's Elementary School*, (USA: Houghton Mifflin Company, 1990), p. 177

hidden throughout the text and requires the use of inference and understanding the relationship between events and characters or causes and consequences.

For example: If the story says, "Rani glanced at the clock repeatedly while tapping the table restlessly," the reader might conclude that Rani was waiting for someone or feeling anxious, even though this was not stated explicitly.

### 3) Critical Comprehension

Critical reading is an activity in which the students are able to provide evaluation or take conclusion from a text accurately and compare the ideas in writing.

For example: (1)Assess Validity: Question whether claims in the text have supporting evidence. (2)Analyzing Bias: Identifying if the author has a particular point of view that influences the information. (3)Checking Source Credibility: Determining whether the author or source of information is trustworthy. Critical understanding allows readers to think more objectively and analytically about the information presented.

#### **d. Measurements of Reading Comprehension Ability**

To measure reading comprehension ability, there are usually several aspects or indicators that are used as a reference. Each of these indicators measures how deeply students understand the texts they read. To measure reading comprehension ability, need to know what

factors influence reading comprehension ability. According to John Guthrie, Factors that influence reading comprehension include various cognitive, linguistic and environmental context aspects that support the comprehension process. By understanding these factors, we can develop more effective methods for teaching reading comprehension.<sup>11</sup>

The following are several measurements or measurement aspects that can be adjusted to the specified reading comprehension abilities:

- 1) Main Idea Comprehension: Measures the extent to which students can find and understand the main idea or main idea of a text. This includes their ability to summarize and identify the main message the author wants to convey.
- 2) Inference: Measures students' ability to draw conclusions from text. This includes the skill of understanding implicit meaning or information not conveyed directly by the author.
- 3) Vocabulary Understanding (Vocabulary Knowledge): Measures how well students understand the words or terms used in the text. This includes understanding the meaning of words, synonyms, antonyms, as well as the appropriate meaning in the reading context.
- 4) Understanding Text Structure (Text Structure Comprehension): Measures students' ability to recognize text structure or organization, such as cause-and-effect patterns, comparisons,

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<sup>11</sup> Fletcher, J. M. (2006). Measuring reading comprehension. *Scientific studies of reading*, 10(3), 323-330.

sequence of events, etc. This helps students to understand how the information in the text is organized.

- 5) Evaluation and Analysis: Measures students' ability to analyze and evaluate information in the text. It includes critical skills for assessing arguments, points of view, or evidence presented by authors.
- 6) Global Comprehension: Measures the extent to which students can understand the entire text, connecting main ideas and details to get a complete and comprehensive picture.

In its implementation, the author carried out these measurements through multiple choice tests, to assess students' understanding in depth.<sup>12</sup>

## **2. The Concept of Question-Answer Relationship (QAR) Strategy**

### **a. Definition of Question-Answer Relationship (QAR) Strategy**

Question-Answer Relationships (QAR) is a strategy that was invented by Taffy Raphael on 1986. Question-Answer Relationships (QAR) strategy defined as a strategy that teaches the students to recognize a taxonomy of relationships between specific kinds of questions and their related answers.<sup>13</sup> In the context of QAR or Question-Answer Relationship, this method is used to help students understand the relationship between types of questions and the strategies needed to find explanations in the text. QAR helps students

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<sup>12</sup> Landi, N., & Ryherd, K. (2017). Understanding specific reading comprehension deficit: A review. *Language and linguistics compass*, 11(2), e12234.

<sup>13</sup> Farris et al, *op. cit.*, p. 350



understand where they can find answers and the type of thinking required. This QAR is very useful in improving students' reading comprehension or comprehension.

Some researchers have examined this strategy, and the results showed that this strategy is effective in improving students' reading comprehension. This strategy required students to complete the task that contains QAR Questions. Taffy Raphael was categorized QAR question into two broad categorizations, "in the books" and "in my head". In the Book is type if the answers of the questions are shown in the text, while in In My Head is type if the answers of questions are not written in the text. These categorizations are the core of the QAR strategy. It was categorized based on where the answer to the question could be found. Some researchers have examined this strategy, and the results showed that this strategy is effective in improving students' reading comprehension. This strategy required students to complete the task that contains of QAR Question. Taffy Raphael was categorized QAR question into two broad categorizations, "in the books" and "in my head". This categorizations are the core of the QAR strategy. It was categorized based on where answer of the question can be found.

Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the texts and

information from their own background knowledge. Without QAR instruction, students often over rely on text information or background knowledge.<sup>14</sup>

The QAR (Question-Answer Relationship) strategy teaches students to categorize questions asked in textbooks according to where and how they find the answer to these questions. By studying the types of questioned asked, students learn to seek answers quickly and accurately. When answering textbook questions, students are usually expected to use explicit information, implicit information, and information from their own experiences.

By employing QAR it is hoped that teacher can help students improve their reading comprehension since QAR provides students with question-answer strategies of reading comprehension. The categories of question provided in QAR enable students to consume much less time. By using QAR, students need not to spend their many times looking at reading passage in order to find answer that belong to In My Head,, question as the question needs students to answer the question by using their background knowledge or schemata.

The proper way to measure how far the students reading comprehension ability is by using the assessment of reading. The assessments of reading consist of many kinds of questions in reading comprehension, as follows:

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<sup>14</sup> Taffy E. Raphael, *Teaching Question Answer Relationship, Revisited*. The Reading Teacher, February (1986), pp. 516 – 522

a) Pronominal Question, Imperatives

In pronominal questions, the students should answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, short answer is required and these forms of questions are called short answer questions.

b) True/False, Yes/No, Alternative/Question, Multiple Choices

In these questions, the answer is contained within the questions or instructions. In short, the students do not make their own answer but they choose the answer which is available within the questions or instructions. Multiple choice questions focus on detail and more general aspect of the text. The correct answer is not always shorter or longer than the distraction answers.

c) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners may read the text and fill in the diagram with short notes.<sup>15</sup> In brief, the students write short notes to fill in diagram after they finish reading the passage.

Based on those measurements, the researcher used the pronominal questions to measure students' reading comprehension ability in narrative text. The contents of pronominal questions are

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<sup>15</sup> I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 77-79

including 5W+1H questions and writing down their ideas which match the concept of Question-Answer Relationship (QAR) Strategy itself.

From the statements above, it can be inferred that QAR is strategy for clarifying how students approach the task of reading texts and answering questions. It helped them to consider both information in the text and information from their own background knowledge.

**b. Categories of Question-Answer Relationship(QAR)**

Raphael identified two broad categories of QAR for finding information and for answering questions: first category is *In the book questions* consisting of *Right there* and *Think and Search questions*. These questions require answers that can be found directly in the text. Another category is *In your head questions* consisting of *Author and you* and *On your own*. These questions require a higher level of thinking. While details from the text may or may not be used, the primary source of the answer will involve the reader's own thinking in relation to the text, the researchers meaning, and application of the theme outside the text. The Question-Answer Relationship principle is an approach that helps readers understand how to answer questions based on existing information sources.

The details of both categories are described as follows:<sup>16</sup>

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<sup>16</sup> Taffy E. Raphael, *op. cit.*, pp. 518 – 519

### 1) In The Book Questions

In the book question contains two strategies, Right There and Think and Search. Those strategies are considered to be in the text, because the reader can find the answer in the text.

#### a) Right There

Right there questions require reader to go back to the passage and find the correct information (explicit information) to answer the questions. These are sometimes called literal question as the correct answer can be found in the passage. *Right there* questions sometimes include the words: *According to the passages, How many, Who is, Where is, and What is.*

#### b) Think and Search

In *Think and Search* questions, the answer will still be in the text, but the details necessary to answer the questions may be in more than one location. The questions usually require the reader to think about ideas or information (implicit information) in the passage relate to each other. To answer the questions effectively, the reader will need to —*think and search* throughout the text and will need to look back at the passage, find the information that the question refers to and then think about how the information or ideas fit together.

## 2) In Your Head Questions

*Author and You* and *On Your Own* are the strategies of In Your Head Questions. Those are referred to as being in the reader's head, because these QAR require the reader to synthesize information from the text, or author, with their own experiences, and these questions answers are essentially the opinion of the reader.

### a) Author and You

*Author and You* questions require reader to use ideas and information that is not stated directly in the passage to answer the question. These questions require the reader to think about what you have read and formulate your own include the words: *The author implies, The passage suggests, and The speaker's attitude.*

### b) On Your Own

*On Your Own* questions can be answered using reader's background knowledge on a topic. This type of questions does not usually appear on tests of reading comprehension because it does require the reader to refer to the passage. On Your Own questions sometimes include the words: *In your opinion, Based on your experience, and Think about someone/something you know.*<sup>17</sup>

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<sup>17</sup> Taffy E. Raphael, *op. cit.*, p. 517.

**c. The Use of QAR Strategy to Improve the Reading Comprehension Abilities**

Question-Answer Relationship (QAR) is a straight forward procedure that is easily implemented, quickly beneficial to students, and useful at any grade and in any content area. QAR has been proven to increase students' comprehension more than several other questioning strategies. Also, we may see the technique as a way for teachers to organize reading instruction on comprehension and comprehension strategy learning.<sup>18</sup>

1. Procedure of QAR Strategy

The Question-Answer Relationship (QAR) procedure refers to the systematic steps used to identify the relationship between questions and answers in a text. This procedure helps students understand how to find answers based on the type of question asked. Through this procedure, students are taught that there are several types of relationships between questions and texts, ranging from answers that are clearly in the text to answers that require critical thinking or a connection to their personal experiences.

The following is the complete procedures for implementing the Question-Answer Relationship (QAR) strategy in class:

a. Material preparation

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<sup>18</sup>Judy S. Richardson. *Reading to Learn in the Content Areas*. (United States of America: Wadsworth, Cengage Learning: 2009), p. 12

- 1) Select Text: Select a reading text that is appropriate to the student's level of understanding (for example, a short story, article, or other reading).
- 2) Create Questions: Prepare questions that cover all four QAR categories (Right There, Think and Search, Author and You, and On My Own) based on the text.

b. Introduction of QAR to Students

Explain the Concept of QAR: Introduce students that QAR is a strategy to help understand the relationship between questions and answers. Emphasize that there are four main types. Provide a Detailed Explanation for Each Type:

- 1) Right There: The answer is in the text, usually in one sentence.
- 2) Think and Search: Answers are in several parts of the text; need to find and connect information.
- 3) Author and You: Answers require a combination of information from the text and the student's thoughts or opinions.
- 4) On My Own: Answers come from personal understanding without needing to read the text.

c. QAR Identification Exercise

- 1) Read Text Together: Read or ask students to read a selected text.



- 2) Give Questions One by One: Give questions from various categories and ask students to identify the type of QAR for each question.
- 3) Discuss Answers: Discuss answers with students and show them how to find the answer (for example, by pointing to the location of the answer in the text or discussing their thinking).

d. Independent and Group Practice

- 1) Individual Assignment: Provide another text and ask students to answer questions using QAR categories. Ask them to explain the type of QAR they use.
- 2) Group Discussion: Divide students into small groups and ask them to create questions based on the text they read, then identify the type of QAR and discuss with the group.

e. Evaluation and Reflection

- 1) Review Student Work: Check student answers and discuss how they used QAR strategies. Provide feedback on how to improve their skills in identifying QAR types and finding answers.
- 2) Collective Reflection: Invite students to reflect on how using QAR helps them understand the text. Ask them which type is easiest or most difficult, as well as how this strategy can help with other learning.

f. Applications in Everyday Learning

- 1) Use it Consistently: Use QAR strategies in the different types of texts students read in class (stories, articles, poetry, etc.) so they get used to using these strategies automatically.
- 2) Provide More Challenge: Ask students to create their own questions with the four QAR categories and give the questions to their friends to answer.

Example of QAR Application:

Reading Text: Short story about a dog who helps its owner.

Question:

Right There: "What is the name of the dog in this story?"

Think and Search: "How does the dog help its owner at the end of the story?"

Author and You: "Why do you think that dog dared to act like that?"

On My Own: "What do you think about having a pet?"

QAR procedures help students understand texts in a structured and critical way, and train them to find answers based on various types of relationships between questions and texts.<sup>19</sup>

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<sup>19</sup> Febriningsih, P. (2019). the Comparison of PQRST (Preview, Question, Read, State, Test) and QAR (Question-Answer Relationship) Techniques on Students With Different Interest on Their Reading Comprehension on Procedure Texts At Grade Vii of Smpn 2 Padang. *Journal of Education Informatic Technology and Science*, 1(1), 81-91.

## 2. The Steps of QAR

Step QAR (Question-Answer Relationship) is the steps taken to identify and understand the relationship between questions and answers in a text. These steps are designed to assist readers, especially students, in determining where and how to find answers to given questions. The following is the QAR steps:

### a. Right There

Step: Find the answer directly in the text, usually in one specific word, phrase, or sentence. The words in the question often match the words in the text.

For example: Questions like "What is the name of the main character?" or "Where did the incident take place?" will have clear and specific answers in the text.

### b. Think and Search

Step: Look for information spread across several parts of the text and combine it to find the answer. This question requires students to think and search for more than one part of the text.

For example: "What causes the conflict in this story?" requires students to connect some information contained in several paragraphs.

### c. Author and You

Step: Combine information from the text with students' personal thoughts or experiences. Answers involve interpretation and are not fully available in the text.

For example: "Why do you think the main character decided to leave?" requires an understanding of the story as well as a personal opinion based on what has been read.

d. On My Own (Alone)

Step: Answer questions based on students' personal experiences or knowledge without requiring information from the text. This type of question is more reflective.

For example: "What do you think about the theme of this story?" can be answered without referring directly to the text.

This QAR step helps students develop skills in reading, comprehension, and critical thinking by teaching them to identify and use various types of relationships between questions and answers.<sup>20</sup>

3. Advantages and Disadvantages of QAR

In brief, QAR strategy provides some advantages, such as helps students to develop their higher level of comprehension, questions in QAR Strategy is more challenging and interesting, the instructions in QAR strategy might be adjusted based on the grade levels and content areas, enables students to learn other reading

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<sup>20</sup> Wiranegara, D. A., Purbasari, P., & Hairi, S. (2024). Implementing Question-Answer Relationship (QAR) Strategy in Teaching Reading on Practical English Course. *Journal of English for Academic and Specific Purposes (JEASP)*, 7(1).

strategies, develops students's self efficacy and confidence, and this strategy is flexible.

However, QAR strategy also has its disadvantages. QAR strategy makes some students struggles to compose questions independently. Besides, this strategy is also not compatible for primary grades. Although this strategy might be adjusted based on the grade levels and content areas, the result of using QAR strategy in different context might give different result.

#### **B. Action Hypothesis**

The action hypothesis in this research is The Use of Question-Answer Relationship (QAR) strategy can improve Reading Comprehension Ability in Narrative Text and the learning activities among the Eight Graders of SMPN 1 Penawartama Tulang Bawang.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Setting

This research would conduct at SMPN 1 Penawartama. The writer used the Classroom Action Research (CAR), because classroom action research is one of the effort to improve the teaching program quality in all educational level intend junior high school. Action research could be done the researcher or teacher as manager of teaching program. Classroom action research means that the teachers will be able to know what to do and to dissolve the problem in their class.<sup>1</sup> Here, the writer held collaboration with the other English teacher. They worked together to plan and design classroom action research process.

#### B. The Subject of the Research

This research was the Classroom Action Research (CAR) type, and the subject of this research was the students of the eighth grade of SMPN 1 Penawartama. This class consists of 28 students. Below is the data of subject research.

**Table 2**  
**The Subject of the Research**

No	Class	Gender		Total
		Male	Female	
1	VIII	13	15	
Total		13	15	28

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<sup>1</sup> Nanda, I. (2021). *Pengertian Penelitian Tindakan Kelas. Penelitian Tindakan Kelas Untuk Guru Inspiratif, 1.*

## C. Research Procedure

### 1. Classroom Action Research

The research was aimed to improve students' reading comprehension in narrative text by using Question-Answer Relationship (QAR) strategy, so the writer would use classroom action research. According to Tomal, action research is a systematic process of solving educational problems and making improvements.<sup>2</sup> Action research is different from quantitative and qualitative research, but has characteristics of both.

According to Thomas A Angelo, classroom action research is the patient, systematic study of students learning by disciplinary faculty in their classrooms. It is aimed at the producing insights and understanding that can improve teaching and learning.

Meanwhile, according to Creswell, action research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning.<sup>3</sup>

From the definition above, the writer concluded that classroom action research is a research in teaching and learning in the class which the aim is to increase the students' ability and to solve problem in the learning process.

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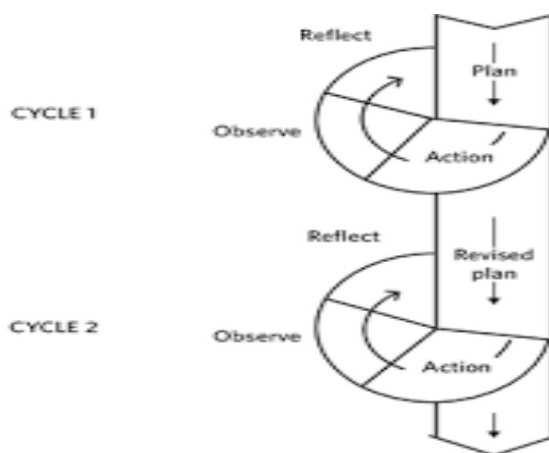
<sup>2</sup>Daniel R. Tomal, *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p. 5

<sup>3</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (California: Thousand Oaks, 2014), p.245

In the Classroom Action Research, the researcher would like to hold the research in two cycles. There is a relationship between one and the other. They are:

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting

Here is the Classroom Action Research (CAR) design proposed by Jean McNiff and Jack Whitehead:<sup>4</sup>



## 2. Action Plan

Based on Jean McNiff and Jack Whitehead's research design, the steps of the research cover four phases in each cycle. They are the following:

- a. Cycle 1

There are the four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

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<sup>4</sup> Jean McNiff, and Jack Whitehead, *Action Research: Principles and Practice Second Edition*, (New York: RoutledgeFalmer Taylor & Francis Group, 2002), p.41



## 1) Planning

Planning was the first steps in each activity. Without planning the activity that the writer does not be focus. The planning would be reference in doing action.

Here were steps that the researcher can make in planning:

- a) Identifying the problem and finds the problem solving.
- b) Preparing the material and technique of teaching.
- c) Preparing the source of learning.
- d) Preparing the observation sheet.
- e) Preparing the evaluation form to evaluate the students' activities after teaching learning process.

## 2) Acting

The second step in the acting research was action. It was the realization from the planning which has made by the writer. Without the action, the planning was just imagination that never real. There were some steps that the researcher does in the action:

- a) The researcher applies the lesson plan.
- b) The researcher teaches by using Question-Answer Relationship.
- c) The researcher guides the students to memorize the reading task based on the lesson plan.

### 3) Observing

The observing was the activity of write and action. In this research the observing would be done in a learning process related as the schedule. The observing in teaching learning process was recorded by using note. The writer would ask the English teacher become observed. The collaborator observed the student activities, in this research the writer acted as a teacher who implemented Question Answer Relationship (QAR) strategy in treatment. The aim was to know how far the students reading comprehension abilities in of narrative using the Question-Answer Relationship (QAR) strategy. In this step, the writer observed the process of teaching learning by using observation sheet.

### 4) Reflecting

The reflecting was the fourth step that will be done. Reflection was an activity to analyze and make conclusions based on test result and observations. The researcher would know the strength and weakness from action by reflecting. Reflection was used to analyze the results of observation and tests that were used as the basis for the next cycle of improvement.

#### b. Cycle 2

Based on cycle 1 evaluation of the weakness that observed, and then the second cycle of action is developed and so on. The cycle would be successful if the indicators of success have been achieved. If

from cycle I, there were some students not successful, so the writer must conduct cycle 2. The result in cycle 1 was for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research was two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

#### **D. Data Collection Method**

In this research was intended to know Question-Answer Relationship (QAR) strategy can be used to improve the students' reading comprehension ability in narrative text. The writer would minister test, observation, documentation, and field notes in data collection technique.

To collect the data, the researcher would use the data collection method as follow:

##### **1. Test**

In the research, the researcher would give the students two test, that was pre test and post test. The tests would be given to know the students achievement before and after the learning process. The writing test was taken from the exercise. The test was divided into two parts as follows:

###### **a. Pre test**

After observing the subject's activities, the writer would have pre test to know how far the students' ability to answer some questions based on a narrative text before giving treatments.

The function of the pre test was to determine the readiness for instructional program and to diagnose individuals specific strengths and weakness in ability to read narrative with comprehension.

b. Post test

After treatments the writer would gave them post test. By giving post test, it would be known the students' result in learning to understand the content of the narrative text and to answer the questions related to it by analyzing the questions after giving twice .treatment.

**2. Observation**

Observation was monitoring and recording systematically to the phenomenon that is Investigate. Moreover, the research would used activities given and whether they get bored or not with that activities given. These students and the teacher's activities were observed and noticed by the observer.

**3. Documentation**

Documentation was method that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.

The researcher used this method to get the data about the history of the school, the sum of teachers, official employed and students' of SMPN 1 Penawartama.

#### 4. Field Note

To collect the data more accurately, the writer used field note to make easy when analyze the data. This was to know students activities during teaching process. It was done after finishing teaching and learning process.

#### E. Data Analysis Method

Data analysis would be conducted by taking the average score of the pre test and post test. Furthermore to know the gain, the writer would compare between pre test and post test. Then, the result would be matched by the minimum standard in this school at least 75. If from cycle 1 there were some student not successful, so we would conducted cycle 2. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only. Tabulating the result of the test, and finding the mean of the pre test and the post test. The mean was calculated by applying the following formula:

$$x = \frac{\sum X}{N}$$

Notes:

X : Mean

$\Sigma$  : Sum of

X : Raw score

N : The total number of subject<sup>5</sup>

Furthermore, to know the result the writer would compare the average score between pre-test and post-test for each cycle, and then to know the

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<sup>5</sup> Donald Ary, et al, *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 108-109

percentage of increasing score in students learning activities, the writer would use the percentage formula as follow:

$$P = \frac{\sum x}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.

#### **F. Indicator of Success**

To know the gain the data would be conducted in each test by taking the average score of pre-test and post-test. After the result was suitable by the minimum standard of reading comprehension in this class at least 75. This research would be success or finish if 70% of students got minimum score 75, and there was significant improvement in the students learning activity which occurred until the last cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. The Result of The Research**

##### **1. The Description of Research Location**

###### **a. The History of SMPN 1 Penawartama**

SMPN 1 Penawartama was founded in 1989. At its inception, this school was called SMPN 8 Menggala with the principal being Mr Suwarso, BA. under the auspices of the North Lampung Regency Education Office.

As the oldest school in the area, SMPN 1 Penawartama had changed its name more than once. The first was called SMPN 8 Menggala. Due to the division of the North Lampung district into North Lampung and Tulang Bawang, in 1997 the second was named the SLTPN 3 Menggala Tulang Bawang. And the third was the SMPN 1 Penawartama from 2005 until now with the Establishment Decree: 0389/0/1990 Date of Decree: 23 June 1990.<sup>1</sup>

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<sup>1</sup> SMPN 1 Penawartama profile documentation

**a. Vision and Mision in SMPN 1 Penawartama**

## 1) Vision:

The realization of the best educational services for students so that they are "VITICIOUS, ACHIEENEMENT CULTURED, and ENVIRONMENTALLY CONSCIOUS"

## 2) Mission

To realize this vision, there are several missions that need to be carried out, including the following:

- 1) Carrying out effective and efficient school management;
- 2) Creating a green, safe, conducive and optimal educational environment;
- 3) Developing collaborative, exploratory and confirmative learning processes and upholding the values of faith and piety;
- 4) Developing talents and positive ways of thinking in students;
- 5) Instilling the character of students who are responsible for their family, school and environment, nation and state and care for nature and each other;
- 6) Realizing school activities that uphold local and national cultural wisdom;
- 7) Optimizing the role of the family in the student process

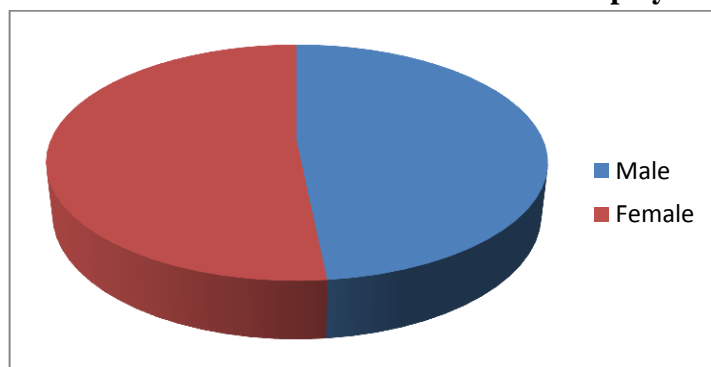


**b. The Condition of Teacher and Official Employers**

Teachers at SMPN 1 Penawartama show high dedication in developing students' potential. They come from various backgrounds of expertise, both in science, social, language, and art. Official employers at SMPN 1 Penawartama also play an important role in supporting school operations. They are responsible for administration, security, and facility management.

The condition of teacher and official employers in SMPN 1 Penawartama can be seen in the chart below:

**Graph 1.**  
**The Condition of Teachers and official Employers**



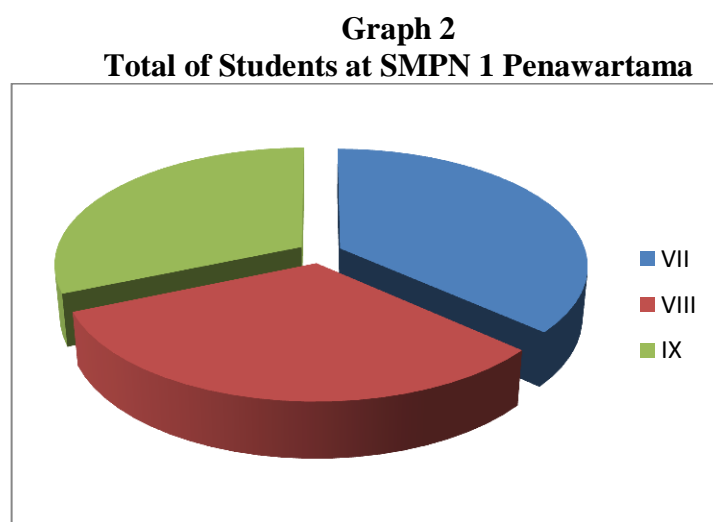
Based on graph 1 above it could be seen that there are 31 teachers and official employers in SMPN 1 Penawartama. There were 15 male and 16 female.

**c. Total of Students at SMPN 1 Penawartama**

SMPN 1 Penawartama is one of the leading educational institutions in its area, with a total number of students' reaching a significant number. The students' come from various background,

reflecting the cultural diversity and potential that are the strengths of this school.

Total of students at SMPN 1 Penawartama could be seen in the chart below:



Based on the graph 2 above, it can be seen that there are 574 students. It is divided into some classes. In class VII there are 210 students, in class VIII there are 184 students, and in class IX there are 180 students.

#### **d. Learning Facilities**

The condition of Learning Facilities in SMPN 1 Penawartama was under renovation. The data confirms that SMPN 1 Penawartama has 29 rooms which consist of 19 Classrooms, 1 Principal's room, 1 Living room, 1 Teacher's room, 1 School health service room, 1 Library, 1 Ceremony yard, 1 mosque, 1 computer room, 1 physical laboratories, 1 Cooperation, 1 administration room. And there are several Extracurricular activities: Troop flag raises heritage (Paskib),

KIR, Spiritual (Rohis), Scout (Pramuka), Karate (Karate). School Activities Sports nuance: Basketball, Football, Badminton, Volleyball, Futsal.

**e. Organization Structure of SMPN 1 Penawartama**

Organizational structure reflects the relationships between parts and the potential an organization has in carrying out operational activities to achieve the expected vision, mission and goals.

**f. Location of SMPN 1 Penawartama**

SMP Negeri 1 Penawartama is one of the junior high schools in the district Penawartama, Kab. Tulang Bawang. SMPN 1 Penawartama is located on Jalan Lintas Rawajitu RT.021 RW.005, Sidoharjo, Kec. Penawartama, Kab. Tulang Bawang, Lampung.

To get to the school from the Horse Monument, head east along the main road Lintas Rawajitu, passing the market and the fruit shop. After passing the fruit shop, the school will be on the left (north) side of the road.

**2. The Description of Research Data**

**a. Action and Learning at Pre-Test**

This research used Classroom Action Research. The purpose of this research was to know how to far using Question Answer Relationship strategy on reading ability at the eight grader students' of SMPN 1 Penawartama. The researcher was conducted in two

cycles where the researcher did pre-test before the treatment. The researcher used Question Answer Relationship strategy on reading ability.

This is before the process of cycle 1, the research conducted the Pre-Test on Monday, October 7<sup>th</sup>, 2024. The researcher gave a Pre-Test for the students to see how far the students' reading comprehension in narrative text for the treatment was given. In Pre-Test activity, the researcher gave a test. There researcher gave the text a long with questions to the students. Then the result of Pre-Test could be seen in the table below:

**Table 3**  
**The Students' Pre-test Result of Reading Comprehension in Narrative Text**

No	Name	Score	Note
1	AAQ	76	Complete
2	ABA	62	Incomplete
3	APV	58	Incomplete
4	AFA	54	Incomplete
5	ASP	52	Incomplete
6	AS	52	Incomplete
7	AMA	75	Complete
8	AZ	67	Incomplete
9	CRJ	58	Incomplete
10	DRS	60	Incomplete
11	DAT	58	Incomplete
12	DS	75	Complete
13	DT	52	Incomplete
14	EBAP	58	Incomplete
15	FZ	50	Incomplete
16	FA	58	Incomplete
17	FAR	75	Complete
18	GNT	58	Incomplete
19	HRDK	54	Incomplete
20	HVP	75	Complete
21	IP	58	Incomplete
22	IM	75	Complete

23	MTS	64	Incomplete
24	MSN	77	Complete
25	MRS	58	Incomplete
26	NR	58	Incomplete
27	PDT	67	Incomplete
28	RAN	58	Incomplete
Total		1.742	
Average		62	
Higher Score		77	
Lowest Score		50	

*Source: The result of Pre-test on October 7th 2024<sup>2</sup>*

Based on of the pre-test , it can be concluded that Student's reading comprehension ability is low. The result showed 21 students (71,42%) incomplete to achieve the minimum mastery of criteria (MMC). There were only 7 students (28,57%) who gained score 75 or above. The highest score in pre-test was 77 and lowest score was 50. Then the result of Pre-Test could be seen in the table below:

**Table 4**  
**Percentage Students' Score of Pre-Test of Reading Comprehension Narrative Text**

No	Score	Frequency	Percentages	Category
1	>75	7	28,57%	Complete
2	<75	21	71,42%	Incomplete
Total		28	100%	

Furthermore, this condition is in accordance with the background of the problem in chapter I that students need the right method to increase their reading comprehension.

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<sup>2</sup> The result of Pre-test on October 7th 2024

**c. Cycle 1****a. Planning**

In this step, there searcher prepared the lesson plan, material, and method that would be used in a teaching-learning process. The material was Narrative text. The material included definition, parts and the example of narrative text. Moreover, the researcher made an observation sheet that consists of the list of students' name and list of the students' activities that would be observed during the teaching-learning process.

**b. Acting**

## 1) The first Meeting

The first meeting was conducted on October 7<sup>th</sup>, 2024 and followed by 28 students. The meeting started by praying, greeting, and checking attendance list. To know the ability of the students' before giving an action, in the first meeting all of the students were given a pre test that must be done individually. The type of this test is the researcher gave the text a long with questions to the students. After that, the researcher explained the material about narrative text and question-answer relationship (QAR) strategy. Question-Answer Relationship (QAR) is a strategy teaches students to divide questions based on their categories and helps them to understand more both the questions and the answers inside the text.

## 2) The second Meeting

The second meeting was conducted on October 10<sup>th</sup> 2024 and followed by 28 students. The meeting started by praying, greeting, checking attendance list, and asking the students' condition. In this stage, the activity continued by giving some explanation more about narrative text. The text was about the animal. The researcher asked the students to read the text. After it, the researcher asked the student "Do you understand about the text?" Most of the students did not understand. After then the researcher gave the clue. After gave the clue the researcher asked the students to determine the part of the text. Then at the end of this meeting, the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answer questions related to a narrative text given in 40 minutes. The students did it seriously. It seemed that the students' score would be improved. The result of the students' score in post test 1 could be seen on the table below:

**Table 5**  
**The Students' Post-test 1 Result of Reading Comprehension**  
**in Narrative Text in Cycle 1<sup>3</sup>**

No	Name	Score	Note
1	AAQ	77	Complete
2	ABA	68	Incomplete
3	APV	70	Incomplete
4	AFA	75	Complete
5	ASP	72	Incomplete
6	AS	65	Incomplete

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<sup>3</sup> The Students' Post-test 1 Result of Reading Comprehension in Narrative Text in Cycle

7	AMA	77	Complete
8	AZ	67	Incomplete
9	CRJ	65	Incomplete
10	DRS	75	Complete
11	DAT	60	Incomplete
12	DS	77	Complete
13	DT	58	Incomplete
14	EBAP	68	Incomplete
15	FZ	56	Incomplete
16	FA	64	Incomplete
17	FAR	75	Complete
18	GNT	58	Incomplete
19	HRDK	56	Incomplete
20	HVP	75	Complete
21	IP	62	Incomplete
22	IM	75	Complete
23	MTS	65	Incomplete
24	MSN	77	Complete
25	MRS	62	Incomplete
26	NR	58	Incomplete
27	PDT	70	Incomplete
28	RAN	58	Incomplete
Total		1.885	
Average		67	
Higher Score		77	
Lowest Score		56	

The result of the post test 1 showed that there were 19 students incomplete to achieve the minimum standard of mastery (MMC). There were 9 students who gained score 75 or above. But the researcher has seen the students were better than pre test. The highest score in post-test 1 was 77 and the lowest score was 56. The number of students who passed still far from the indicator of success where 45% of students should get score more then 75. Therefore, the researcher had to do cycle 2.<sup>4</sup>

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<sup>4</sup> The Students' Post-test 1 Result of Reading Comprehension in Narrative Text in Cycle 1 in SMPN 1 Penawartama



### 3. Observing

While the treatment was given, the observation was also conducted. Here, the researcher was as a teacher and the English teacher was as a collaborator who observes the students' activities during the teaching-learning process. After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows

**Table 6**  
**The Result of Students' Activity in Cycle 1**

No	Aspect Of The Research	Frequency	Percentage
1	The strudents' pay attention to teacher explanation	18	64,28%
2	Asking the answer the question from the teacher	10	35,72%
3	Activein Class	14	50%
4	The students able to do the task using QAR	28	100%
<b>Total</b>			250%
<b>Average</b>			62,5%

From table above, it was revealed that there were 18 students (64,28%) who paid attention to the teacher explanation, 10 students (35,72%) ask/answer question from the teacher, 14 students (50%)were active in class, and 28 students doing the task, the average from the cycle 1 was 62,5%.<sup>5</sup>

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<sup>5</sup> The Result of Students' Activity in Cycle 1 in SMPN 1 Penawartama

#### **4. Reflecting**

From the result of a cycle I, it showed that there was an improvement in the result at pre-test and post-test 1. The students were interested enough in the learning process, but the research should be continued to the next cycle because of the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average has not achieved the standard minimum criteria yet. After the researchers held a pre-test and post-test 1 researchers get students who have not met the indicator, therefore researchers will continue to cycle 2.

##### **a. Cycle 2**

The action in the cycle 1 was not success enough, the cycle must be continued to cycle 2 was used to repair the weakness in the cycle 1. The steps of the cycle 2 as follows:

##### **1) Planning**

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem on cycle I, there were many weakness on cycle I. The researcher and the collaborator prepared the lesson plan, and the materials. . The material was a narrative text. The material included identification and information and the example of narrative text. Moreover, the researcher made an observation sheet that consists of a list of students' name and list of the students' activities that would be observed during the teaching-

learning process.

## 2) **Acting**

### a) The First Meeting

The first meeting was conducted on October 17<sup>th</sup> 2024 and followed by 28 students. The meeting started by praying, greeting, and checking attendance list. In this stage, the learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were is low vocabulary and confused with the information of the text. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what was narrative and how to understand it. Then, the researcher gave an example of narrative text.

Next, the researcher gave a narrative text entitled The Tale Goldilocks and Three Bears. The student read the text, and then the researcher asked the student about the text. Most of the student did not understand. The researcher said "Let's read the text. Right here on the first line, it says "One day, a little girl named Goldilocks walked down the jungle." The researcher read about The Tale of Goldilocks. Then, the student determined the main idea and the information contained in the text. The researcher gave the clue until the last line. The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than the previous meeting.

Finally, the bell rang after 2 x 45 minutes. It meant that the time was up and the researcher closed the lesson and reminded the students to study again about narrative text.

b) The Second Meeting

The second meeting was conducted on 21 October 2024 and followed by 28 students. The meeting started by praying, greeting, checking attendance list, and asking students' condition. The researcher gave Pos-Test II with the similar task on post-test cycle 1 before. She gave 40 minutes for the students to finish their task.

The score of post-test cycle 2 can be seen in the table below:

**Table 7**  
**The Result Score Post-Test II Of Students' Reading Comprehension Narrative Text**

No	Name	Score	Note
1	AAQ	78	Complete
2	ABA	72	Incomplete
3	APV	78	Complete
4	AFA	78	Complete
5	ASP	75	Complete
6	AS	80	Complete
7	AMA	79	Complete
8	AZ	77	Complete
9	CRJ	75	Complete
10	DRS	79	Complete
11	DAT	68	Incomplete
12	DS	80	Complete
13	DT	76	Complete
14	EBAP	80	Complete
15	FZ	75	Complete
16	FA	70	Incomplete
17	FAR	76	Complete
18	GNT	78	Complete
19	HRDK	78	Complete
20	HVP	82	Complete
21	IP	68	Incomplete

22	IM	75	Complete
23	MTS	78	Complete
24	MSN	80	Complete
25	MRS	78	Complete
26	NR	78	Complete
27	PDT	79	Complete
28	RAN	78	Complete
Total		2.148	
Average		77	
Higher Score		82	
Lowest Score		68	

The result of the post test II showed that there were 4 students incomplete to achieve the minimum standard of mastery (MMC). There were 24 students who gained score 75 or above. But the researcher has seen the students were better than post-test I. The highest score in post-test II was 82 and the lowest score was 68. The number of students who passed still far from the indicator of success where 89,28% of students should get score more than 75.<sup>6</sup>

#### **b. Observing**

The observing is done by the researcher that is presented about two meetings in cycle 2. In this stage, There were some observations that had been done such as; observation on the student's activities, and observation on the result of the evaluation. In can be seen in this table below:

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<sup>6</sup> The Result Score Post-Test II Of Students' Reading Comprehension Narrative Text in SMPN 1 Penawartama

**Table 8**  
**The Result Students' Activity Cycle II**

No	Aspect Of The Research	Frequency	Percentage
1	The students' pay attention to the teacher explanation	24	85,71%
2	Asking the answer the question from the teacher	12	42,86%
3	Activein Class	21	75%
4	The students' able to do the task using QAR	28	100%
<b>Total</b>			303,6%
<b>Average</b>			75,9%

Based on table, From table above, it was revealed that there were 24 students (85,71%) who paid attention to the teacher explanation, 12 students (42,86%) ask/answer question from the teacher, 21 students (75%) were active in class, and 28 students doing the task, the average from the cycle II was 303,6% doing the task. Based on the table above, it can be seen that the activity of the students is better than before and there was an increase from the cycle I and cycle II .It can be inferred that the learning process has done well and the students were active in the class than cycle I.

**c. Reflecting**

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty to describes the theme of the text.It happened because the student was easy to think aloud in their mind. The students have serious in doing the assignment. In this meeting, most of the students got a good score. It happened caused the

teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using Question Answer Relationship. The teacher help student to comprehend the text by thinking aloud in their main, so they were easy to understand about the text.

## **B. Interpretation**

### **1. The Result of Pre-Test**

To see the students' writing narrative text before implementing the treatment, the researcher conducted the pre-test. It carried out on December, 11st 2023.

Based on the result of the students' pre-test, just 7(28,57%) students passed The Standard Minimum Criteria that was 75. In the pre-test, the students have difficulty understanding the meaning of the text. The problem could be seen by the students' score in the pre-test. There were 21 students who got a score of less than 75. It showed that the student difficulty understanding narrative text. So, it needs improvement by using Question-Answer Relationship (QAR) Strategy.

### **2. Action and Learning Result at Cycle I**

English learning process at cycle I was successful enough, although the students' average score is low. However, there was an

improvement score of the students' pos-test I than pre-test score. This is the illustration score in cycle I.

**Table 9**  
**The Result Score of Students' Pre-test and Post-test I**

NO	Name	Students Result			Category
		Pre-test	Post-test I	Improve	
1	AAQ	76	77	1	Improve
2	ABA	62	68	6	Improve
3	APV	58	70	12	Improve
4	AFA	54	75	21	Improve
5	ASP	52	72	20	Improve
6	AS	52	65	13	Improve
7	AMA	75	77	2	Improve
8	AZ	67	67	0	Constant
9	CRJ	58	65	7	Improve
10	DRS	60	75	15	Improve
11	DAT	58	60	2	Improve
12	DS	75	77	2	Improve
13	DT	52	58	6	Improve
14	EBAP	58	68	10	Improve
15	FZ	50	56	6	Improve
16	FA	58	64	6	Improve
17	FAR	75	75	0	Constant
18	GNT	58	58	0	Constant
19	HRDK	54	56	2	Improve
20	HVP	75	75	0	Constant
21	IP	58	62	4	Improve
22	IM	75	75	0	Constant
23	MTS	64	65	1	Improve
24	MSN	77	77	0	Constant
25	MRS	58	62	4	Improve
26	NR	58	58	0	Constant
27	PDT	67	70	3	Constant
28	RAN	58	58	0	Constant
<b>Total</b>		1742	1885		
<b>Average</b>		62,21	67,32		



In this research, the researcher gave pre-test and post-test. It aimed to know the students' ability before and after treatment. From the average score of pre-test and post-test 1 above, it can be seen that there was an improvement of students' Reading Comprehension Ability in Narrative Text. The average score in pre-test is 62 improved to 67 in post-test 1, so there are an improving 5 points.<sup>7</sup>

**Table 10**  
**Comparis on of Pre-Test and Post Test I**

Score	Pre-Test	PostTest1	Implementation
>75	7	9	Complete
<75	21	19	Incomplete

### 3. Action and Learning Result at Cycle II

Teaching and learning process at cycle II was on climax situation. The students' score improved significantly and the condition in the class conducive.

**Table 11**  
**The Result Score of Students' Post-test I and Post-test II**

NO	Name	Students Result			Category
		Post-test I	Post-test II	Improve	
1	AAQ	77	78	1	Improve
2	ABA	68	72	4	Improve
3	APV	70	78	8	Improve
4	AFA	75	78	3	Improve
5	ASP	72	75	3	Improve
6	AS	65	80	15	Improve
7	AMA	77	79	2	Improve
8	AZ	67	77	10	Improve
9	CRJ	65	75	10	Improve
10	DRS	75	79	4	Improve
11	DAT	60	68	8	Improve

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<sup>7</sup> The Result Score of Students' Pre-test and Post-test I in SMPN 1 Penawartama

12	DS	77	80	3	Improve
13	DT	58	76	18	Improve
14	EBAP	68	80	12	Improve
15	FZ	56	75	19	Improve
16	FA	64	70	6	Improve
17	FAR	75	76	1	Improve
18	GNT	58	78	20	Improve
19	HRDK	56	78	22	Improve
20	HVP	75	82	7	Improve
21	IP	62	68	6	Improve
22	IM	75	75	0	Constant
23	MTS	65	78	13	Improve
24	MSN	77	80	3	Improve
25	MRS	62	78	16	Improve
26	NR	58	78	20	Improve
27	PDT	70	79	9	Improve
28	RAN	58	78	20	Improve
<b>Total</b>		1885	2148		
<b>Average</b>		67,32	76,71		

**Table 12**  
**Comparis on of Post-Test I and Post Test II**

<b>Score</b>	<b>Post Test I</b>	<b>Post Test II</b>	<b>Implementation</b>
<b>&gt;75</b>	<b>9</b>	<b>24</b>	<b>Complete</b>
<b>&lt;75</b>	<b>19</b>	<b>4</b>	<b>Incomplete</b>

4. The Result of Students' Score Pre-test, Pos test I and Post- test II

Nevertheless, there is an improved score of the students' post test I than pre-test. At the cycle II, the improvement of post-test II better than post-test I. This is the illusion score of them.<sup>8</sup>

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<sup>8</sup> The Result Score of Students' Pre-Test, Post-Test I, Post-Test II at SMPN 1 Penawartama

**Table 13**  
**The Result Score of Students' Pre-Test, Post-Test I, Post-Test II**

No	Name	Students' Result			Category
		Pre-Test	Post Test I	Post Test II	
1	AAQ	76	77	78	Improve
2	ABA	62	68	72	Improve
3	APV	58	70	78	Improve
4	AFA	54	75	78	Improve
5	ASP	52	72	75	Improve
6	AS	52	65	80	Improve
7	AMA	75	77	79	Improve
8	AZ	67	67	77	Improve
9	CRJ	58	65	75	Improve
10	DRS	60	75	79	Improve
11	DAT	58	60	68	Improve
12	DS	75	77	80	Improve
13	DT	52	58	76	Improve
14	EBAP	58	68	80	Improve
15	FZ	50	56	75	Improve
16	FA	58	64	70	Improve
17	FAR	75	75	76	Improve
18	GNT	58	58	78	Improve
19	HRDK	54	56	78	Improve
20	HVP	75	75	82	Improve
21	IP	58	62	68	Improve
22	IM	75	75	75	Constant
23	MTS	64	65	78	Improve
24	MSN	77	77	80	Improve
25	MRS	58	62	78	Improve
26	NR	58	58	78	Improve
27	PDT	67	70	79	Improve
28	RAN	58	58	78	Improve
	Total	1742	1885	2148	
	Average	62,21	67,32	76,71	

**Table 14**  
**Comporis on of Pre test, Post test I, Post Test II**

Score	Pre-Test	PostTest1	PostTest2	Implementation
>75	8	10	25	Complete
<75	20	18	3	Incomplete

Based on the table above, it could be concluded that there was an improvement of students' activities during the learning process of a cycle I

and cycle II by using the method. It means that Question Answer Relationship had a positive effect to improve the teaching-learning process.

Related this research until cycle II, the resulting score and the result activities of the students was achieved the target that was decided on the indicator of success 70% of students got a minimum score of 75. Based on the result of this research was known that more than 70% of the students got a minimum score of 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

### **C. Discussion**

From the research findings, it can be seen that the students' reading comprehension ability increased from the cycle 1 and cycle 2. There are some improvements in students' reading comprehension ability in the teaching learning process itself. The researcher found that Question-Answer Relationship (QAR) can improve students' reading comprehension ability and their learning activity. There was progress from the students' in getting grade 75, starting from the pre-test with a total of 28,57% or 7 students, then in the post-test 1 with a total 32% or 9 students, then in the post-test 2 becoming 89% or 24 students.

Moreover, the passing grade in this research was 75. In the post-test 1 there are 9 students' or 32% passed the test with an average 67,32 then in post-test 2 there are 24 students' or 89% passed the test with an average 77. Based on the explanation, the researcher concludes that the research is

successful and it can be stopped in cycle 2 because the indicator of success 89% of students' who got grade 75 are reached.

In addition, the result of students' learning activities in cycle 1 and cycle 2 also increased. Students' attention in the learning process from 64,28% becomes 85,71%. Students ask and answer the question from the teacher from 35,72% becomes 42,86%. Students' activeness in the learning process from 50% becomes 75%. It can be said that students' learning activity was improved.

The QAR strategy played a vital role in teaching students' to different between literal, inferential, and reflective questions. It encouraged students to actively engage with the text by connecting textual information with their prior knowledge, synthesizing ideas, and making inferences, thus promoting deeper understanding and critical thinking. Through this enhanced reading comprehension ability, students' were able to understand explicit and implicit meanings in the text, identify main ideas and moral values, and relate textual content to their own experiences.

Moreover, the previous research that was conducted by Raphael has who emphasized that QAR helps students' understand the relationship between question types and the sources of their answers.<sup>9</sup> Merisuo-Storm noted that active interaction with texts enhances comprehension, which this research confirmed, as QAR encouraged students' to connect texts with their

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<sup>9</sup> Taffy E. Raphael, *Teaching Question Answer Relationship, Revisited*. The Reading Teacher, February (1986), pp. 516 – 522

prior knowledge.<sup>10</sup> Moreover, the results are consistent with Adawiyah , who found that QAR is more effective than conventional techniques in building students' confidence and comprehension.<sup>11</sup> Additionally, the findings support Burn, Roe, and Ross, who outlined that reading comprehension occurs at literal, interpretive, and critical levels, all of which were addressed through QAR in this research.<sup>12</sup>

In conclusion, the QAR strategy proves to be a valuable tool in improving students' engagement with texts, the students' confidence in understanding various question types, and the students' overall reading comprehension ability.

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<sup>10</sup> Merisuo & Storm, "Primary School Students' Reading Comprehension Skills.: International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), Volume 3, Issue 3, September 2012: 1

<sup>11</sup> Robiatul Adawiyah H, "Enchancing Students' Reading Comprehension Of Narrative Text Through Question-Answer And Relationship (QAR) Strategy And Self-Efficac" Thesis (UIN Syarif Hidayatullah Jakarta, 2023)

<sup>12</sup> Burn & Roe & Ross, *Teaching Reading in Today's Elementary School*, (USA: Houghton Mifflin Company, 1990), p. 177

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings it can be concluded that the implementation of Question-Answer Relationship (QAR) in teaching Narrative Text to eight graders of SMPN 1 Penawartama, the researcher concluded a significant improvement in students' reading comprehension ability. This improvement is evident in the result of the pre-test, post- test 1, post test 2. Notably, the result of post- test cycle 2 met the success indicator, with 89% of students scoring a minimum of 75 or higher.

Moreover, the use Question-Answer Relationship (QAR) can improvement the mastery of students' reading comprehension ability, exactly of SMPN 1 Penawartama. The use of this method, can be shown from the results of researcher that has been conducted by researcher that students' learning achievement is able to reach up 89%.

#### **B. Suggestion**

Based on the findings and conclusion presented earlier in the research, the researcher puts forth the following suggestions:

1. To the students'

The students' should engage more actively in the learning process to improve their comprehension of the material and improve their performance, particularly in reading comprehension ability.

2. To the English Teacher

The English teacher has the option to utilize Question-Answer Relationship (QAR) as an alternative media for teaching narrative text, aiming to cultivate greater students' interest, there by enchanting motivation and promoting reading comprehension ability.

3. To the Headmaster

The principal should embracethe positive aspects of this media when it is integrated into the classroom, as utilizing meedia for learning can foster increased student interest and engagement in class activities.



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# APPENDIX

## Appendix 1. Modul Ajar Bahasa Inggris

### MODUL AJAR

<b>Nama penyusun</b>	Leony Devasha Tusanti
<b>Sekolah</b>	SMPN 1 Penawartama
<b>Tahun ajar</b>	2023/2024
<b>Mapel</b>	BAHASA INGGRIS
<b>Jenjang</b>	SMP
<b>Kelas</b>	VIII (Delapan)
<b>Alokasi waktu</b>	4 Pertemuan x 2 JP x 40 menit : 160 menit
<b>Capaian Pembelajaran (CP)</b>	<p>Peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berkomunikasi sesuai dengan situasi, tujuan, dan pemirsa/pembacanya. Berbagai jenis teks seperti narasi, deskripsi, prosedur, eksposisi, recount, report, dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk menyampaikan keinginan/perasaan dan berdiskusi mengenai topik yang dekat dengan keseharian mereka atau isu yang hangat sesuai usia peserta didik di fase ini. Mereka membaca teks tulisan untuk mempelajari sesuatu/mendapatkan informasi. Keterampilan inferensi tersirat ketika memahami informasi, dalam bahasa Inggris mulai berkembang. Peserta didik memproduksi teks tulisan dan visual yang lebih beragam, dengan kesadaran terhadap tujuan dan target pembaca.</p>
<b>Tujuan Pembelajaran</b>	<p style="text-align: center;">READING AND VIEWING</p> <p>Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan</p>

	unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia dengan tingkat kelancaran dan ketepatan yang optimal.
<b>Profil Pelajar Pancasila</b>	Siswa yang beriman, bertakwa kepada Tuhan YME, mandiri dan berpikir kritis dan kreatif.
<b>Konten Utama</b>	Teks fungsional khusus Narrative Text
<b>Model Pembelajaran</b>	Question-Answer Relationship (QAR)
<b>Sumber Pembelajaran</b>	Buku , internet dan lainnya
<b>Media</b>	Laptop, LCD proyektor, Power Point presentation, spidol dan papan tulis.
<b>Bentuk penilaian</b>	Assesment kognitif dan non kognitif
<b>Tujuan pembelajaran</b>	<ol style="list-style-type: none"> <li>1. Peserta didik mampu mengidentifikasi fungsi sosial Narrative text.</li> <li>2. Peserta didik mampu menganalisis sturktur narative text dan unsur kebahasaan dengan benar.</li> <li>3. Menyimpulkan isi Narrative text dengan benar.</li> <li>4. Menganalisa pesan moral Narrative text dengan tepat.</li> </ol>

### A. Pengertian

Narrative Text adalah jenis teks yang menceritakan suatu rangkaian peristiwa secara kronologis yang saling terhubung. Biasanya cerita ini bersifat imajinatif atau hanya berupa cerita karangan si pembuat dengan tujuan untuk menghibur si pembaca.

## **B. Fungsi Sosial Narrative Text**

Seperti yang sudah disebutkan pada bagian pengertian bahwa tujuan dari teks narrative ini adalah untuk menghibur si pembaca mengenai suatu kisah atau cerita.

## **C. Jenis-jenis Narrative Text**

Berikut ini merupakan beberapa jenis narrative text, yaitu:

1. Personal experiences
2. Fairy stories
3. Fables
4. Legends
5. Myth
6. Romance
7. Mysteries
8. Science fiction
9. Horror stories
10. Adventure stories
11. Historical narratives
12. Slice of life
13. Thriller

## **D. Generic Structure of Narrative Text**

Generic structure narrative text merupakan beberapa tahapan yang biasanya digunakan dalam membuat sebuah cerita atau narrative teks.

## **E. Bagian – bagian sebuah narrative text:**

1. Orientation

Pada bagian ini, merupakan bagian untuk pengenalan. Yaitu pengenalan cerita tentang apa (what is the story about), siapa (who is the participant of the story), dimana cerita itu terjadi (where is the place setting), dan kapan cerita itu terjadi (when is the time setting).

## 2. Complication

Bagian ini merupakan bagian yang memunculkan permasalahan atau konflik yang terjadi di dalam sebuah cerita teks naratif bahasa Inggris. Bagian Complication ini juga merupakan bagian paling inti dari sebuah cerita narrative teks.

Konflik yang terjadi di dalam cerita naratif teks tersebut dapat dibedakan menjadi:

### a. Physical Conflict

Merupakan permasalahan yang muncul karena adanya konflik secara kontak fisik atau segala sesuatu yang berhubungan dengan fisik

### b. Natural Conflict

Merupakan permasalahan yang muncul karena pelaku dalam cerita berhadapan dengan kekuatan alam.

### c. Social Conflict

Sosial konflik merupakan permasalahan yang muncul karena para pelaku di dalam cerita saling berhadapan dimana mereka bertemu pada saat yang bersamaan namun memiliki kepentingan yang berbeda.

### d. Psychological Conflict

Psikologikal konflik adalah permasalahan yang muncul saat pelaku dalam cerita itu berhadapan dengan dirinya sendiri. Hal ini biasanya terjadi ketika adanya pertentangan antara nilai baik dan buruk, sifat sombong dan rendah hati, sifat rakus dan tenggang rasa.

## 3. Resolution

Bagian ini merupakan sebuah solusi atau penyelesaian dari suatu konflik atau permasalahan yang ada di dalam cerita. Setiap permasalahan yang muncul dalam Narrative text harus memiliki penyelesaiannya. Penyelesaian tersebut bisa berupa akhir yang happy ending (menyenangkan) atau bisa juga berakhir sad ending (tragis atau menyedihkan).

#### 4. Re-Orientation

Bagian ini merupakan pernyataan untuk menutup sebuah cerita dan ini bentuknya hanya opsional saja. Pernyataan yang disampaikan pada bagian Re-orientation ini bisa berupa pelajaran moral, nasihat atau pelajaran berharga dari si penulis cerita.

### F. INFORMASI PENDUKUNG

1. Narrative text adalah cerita khayalan untuk menghibur pembaca.
2. Narrative text disampaikan secara lisan atau tertulis urutan kejadian – kejadian yang berhubungan satu sama lain.
3. Narrative text adalah bagian dari karya literasi
4. Narrative text adalah salah satu seni bercerita
5. Generic Structure Narrative Text

### G. Language Features

Language features pada naratif teks adalah sebagai berikut:

1. Pola kalimat yang digunakan biasanya berupa Simple Past Tense
2. Permulaan kalimat biasanya diawali dengan kata keterangan waktu (Adverbs of Time) seperti long time ago, once, one, once upon a time.
3. Banyak menggunakan kata penghubung waktu
4. Terdapat dialog langsung antartokoh cerita atau tanpa dialog antar tokoh

#### ➤ NOTE :

Ciri-ciri di bawah ini bisa dijadikan pedoman penulisan Narrative Text:

1. Fokus pada tokoh atau pelaku dan biasanya individual, sehingga biasanya menggunakan kata ganti orang ketiga seperti “I, we, she, he, they etc.”.
2. Menggunakan past tense baik itu simple past tense, past continuous, maupun bentuk past tense lainnya.
3. Kronologis maka biasanya juga menggunakan kata sambung (conjunction) agar cerita terlihat runtut atau urut.
4. Using part action verb. Examples: Climbed, Turned, Brought, blew etc.
5. Using specific noun as pronoun of person, animal in the story. Examples:



The king, the queen, etc.

6. Using adjectives which are for noun phrase. Examples: Long black, hair, two red apples, etc.
7. Using time connectives and Conjunctions to arrange the events. Examples: Then, before, after, soon, etc.
8. Using adverbs and adverbial phrase to show the location of events. Examples: Once upon a time, at noon, in the night, here, in the mountain, ever after, etc.
9. Using Past Tense Nominal or Verbal. Examples: We were in the jungle, She was a princess, etc
10. Settings places.

➤ **Pertanyaan inti:** Pertanyaan yang diajukan selama proses pembelajaran

<p>a. What is the purpose of narrative text?</p> <p>b. What is the main idea of the story?</p> <p>c. What is implied message that can be concluded after read the story?</p> <p>d. What is the generic structure of narrative text?</p>	<p>e. Which of the paragraph shows orientation?</p> <p>f. Which of the paragraph shows complication?</p> <p>g. Which of the paragraph shows resolution?</p> <p>h. Which of the paragraph shows re-orientation?</p> <p>i. What is the synonym or antonym of the word in the text?</p>
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### First Meeting

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Peserta didik dan Peneliti memulai dengan berdoa bersama.</li> <li>2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan</li> </ol>	10 Menit

	<p>Peneliti.</p> <ol style="list-style-type: none"> <li>3. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran</li> <li>4. Peneliti dan siswa melakukan ice breaking</li> <li>5. Peserta didik dan Peneliti berdiskusi melalui pertanyaan pemantik: <ol style="list-style-type: none"> <li>a. What stories do you like?</li> <li>b. What kind of text do you usually read ?</li> </ol> </li> </ol>	
Inti	<ol style="list-style-type: none"> <li>1. Peneliti menayangkan Video tentang narrative text berupa cerita “City Rats and Country Rats”.</li> <li>2. Peserta didik mengamati video yang ditunjukkan oleh Peneliti.</li> <li>3. Peserta didik diminta memberikan tanggapan dan pendapat terhadap video yang diberikan dengan melontarkan pertanyaan pemantik: <ol style="list-style-type: none"> <li>a. What do you think about the video?</li> <li>b. What information did you get after watching video?</li> </ol> </li> <li>4. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengeksplorasi <ol style="list-style-type: none"> <li>a. Definisi dari Narrative Text</li> <li>b. Fungsi sosial Narrative Text</li> <li>c. Generic structure</li> <li>d. Language Feature</li> </ol> </li> </ol>	65 Menit

	<p>e. Main idea</p> <p>f. Unstated details</p> <p>g. Suporting idea</p> <p>5. Tanya jawab untuk mengembangkan pemahaman materi dengan Peneliti memberikan beberapa pertanyaan dengan menggunakan cerita yang sudah dibagikan.</p> <p>6. Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang teks narative dengan menggunakan Model pembelajaran Question-Answer Relationship (QAR)</p> <p>7. Ketika siswa memberikan jawaban yang kurang tepat, Peneliti akan memberikan kesempatan waktu untuk siswa dapat memberikan jawaban yang lain.</p> <p>8. Ketika siswa kesulitan untuk menjawab, Peneliti memberikan clue kepada siswa untuk membantu agar siswa dapat menemukan jawaban.</p> <p>9. Siswa mengerjakan soal evaluasi yang diberikan Peneliti.</p>	
Penutup	<p>1. Meminta peserta didik mengumpulkan lembar pengerjaan.</p> <p>2. Peserta didik dapat menanyakan hal yang tidak dipahami pada Peneliti</p> <p>3. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan</p> <p>4. Membuat kesimpulan dari materi yang sudah dipelajari</p>	15 menit

	5. Peneliti menutup dengan mengucapkan salam.	
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### Second Meeting

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Peserta didik dan Peneliti memulai dengan berdoa bersama.</li> <li>2. Peserta didik disapa dan melakukan pemeriksaan kehadiran bersama dengan Peneliti.</li> <li>3. Peserta didik bersama dengan Peneliti membahas tentang kesepakatan yang akan diterapkan dalam pembelajaran</li> <li>4. Peneliti dan siswa melakukan ice breaking</li> <li>5. Peserta didik dan Peneliti berdiskusi melalui pertanyaan pemantik:               <ol style="list-style-type: none"> <li>a. What stories do you like?</li> <li>b. What kind of text do you usually read ?</li> </ol> </li> </ol>	10 Menit
Inti	<ol style="list-style-type: none"> <li>6. Peneliti menayangkan Video tentang narrative text berupa cerita.</li> <li>7. Peserta didik mengamati video yang ditunjukkan oleh Peneliti.</li> <li>8. Peserta didik diminta memberikan tanggapan dan pendapat terhadap video yang diberikan dengan melontarkan pertanyaan pemantik:               <ol style="list-style-type: none"> <li>a. What do you think about the</li> </ol> </li> </ol>	65 Menit

	<p>video?</p> <p>b. What information did you get after watching video?</p> <p>9. Peserta didik diberikan kesempatan untuk melakukan studi pustaka (browsing dan/atau mengunjungi perpustakaan) guna mengeksplorasi</p> <ol style="list-style-type: none"> <li>a. Definisi dari Narrative Text</li> <li>b. Fungsi sosial Narrative Text</li> <li>c. Generic structure</li> <li>d. Language Feature</li> <li>e. Main idea</li> <li>f. Unstated details</li> <li>g. Supporting idea</li> </ol> <p>10. Tanya jawab untuk mengembangkan pemahaman materi dengan Peneliti memberikan beberapa pertanyaan dengan menggunakan cerita yang sudah dibagikan.</p> <p>11. Tanya jawab untuk menggali informasi yang diketahui oleh siswa tentang teks narative dengan menggunakan Model Question-Answer Relationship (QAR)</p> <p>12. Ketika siswa memberikan jawaban yang kurang tepat, Peneliti akan memberikan kesempatan waktu untuk siswa dapat memberikan jawaban yang lain.</p>	
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	<p>13. Ketika siswa kesulitan untuk menjawab, Peneliti memberikan clue kepada siswa untuk membantu agar siswa dapat menemukan jawaban.</p> <p>14. Siswa mengerjakan soal evaluasi yang diberikan Peneliti.</p>	
Penutup	<p>15. Meminta peserta didik mengumpulkan lembar pengerjaan.</p> <p>16. Peserta didik dapat menanyakan hal yang tidak dipahami pada Peneliti</p> <p>17. Peserta didik mengomunikasikan kendala yang dihadapi selama mengerjakan</p> <p>18. Membuat kesimpulan dari materi yang sudah dipelajari</p> <p>19. Peneliti menutup dengan mengucapkan salam.</p>	15 menit

## Appendix 2. The Attendance List

The table of Students' attendance list

No.	Students' Code	The attendance list				
		Pre-test	Cycle 1		Cycle 2	
			1	2	1	2
1.	AAQ	✓	✓	✓	✓	✓
2.	ABA	✓	✓	✓	✓	✓
3.	AFA	✓	✓	✓	✓	✓
4.	AMA	✓	✓	✓	✓	✓
5.	APV	✓	✓	✓	✓	✓
6.	AS	✓	✓	✓	✓	✓
7.	ASP	✓	✓	✓	✓	✓
8.	AZ	✓	✓	✓	✓	✓
9.	CRJ	✓	✓	✓	✓	✓
10.	DAT	✓	✓	✓	✓	✓
11.	DRS	✓	✓	✓	✓	✓
12.	DS	✓	✓	✓	✓	✓
13.	DT	✓	✓	✓	✓	✓
14.	EBAP	✓	✓	✓	✓	✓
15.	FA	✓	✓	✓	✓	✓
16.	FAR	✓	✓	✓	✓	✓
17.	FZ	✓	✓	✓	✓	✓
18.	GNT	✓	✓	✓	✓	✓
19.	HRDK	✓	✓	✓	✓	✓
20.	HVP	✓	✓	✓	✓	✓
21.	IM	✓	✓	✓	✓	✓
22.	IP	✓	✓	✓	✓	✓
23.	MRS	✓	✓	✓	✓	✓
24.	MSN	✓	✓	✓	✓	✓
25.	MTS	✓	✓	✓	✓	✓
26.	NR	✓	✓	✓	✓	✓
27.	PDT	✓	✓	✓	✓	✓
28.	RAN	✓	✓	✓	✓	✓

### Appendix 3. Instrument and Answer Sheet on Pre-Test

#### PRE-TEST

*Read the text bellow. Then choose the correct answer for the following questions.*

#### **"The Boy Who Cried Wolf"**

Once upon a time, there was a young shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself, he shouted, "Wolf! Wolf!" even though no wolf was in sight. The villagers came running to help the boy save the sheep, but when they arrived, they found no wolf. The boy laughed at their fright.

He repeated the trick several times, and each time, the villagers came running to his aid, only to find that they had been fooled again. One day, a real wolf did come, and the boy cried out, "Wolf! Wolf!" But this time, the villagers didn't believe him. The wolf attacked the flock, and the boy learned a valuable lesson.

1. Who is the main character of the story?
  - a. A farmer
  - b. A shepherd boy
  - c. A wolf
  - d. The villagers
2. Why did the boy shout "wolf"?
  - a. Because there was a real wolf
  - b. To warn the villagers
  - c. To entertain himself



- d. Because he was afraid
3. What happened the second time the boy cried wolf?
- a. The villagers found a wolf.
  - b. The villagers did not come.
  - c. The villagers came again but found no wolf
  - d. The wolf attacked the sheep.
4. What is the main conflict of the story?
- a. The boy was bored watching the sheep.
  - b. The wolf attacked the boy.
  - c. The villagers did not believe the boy when the wolf came.
  - d. The boy stole the sheep.
5. What is the climax of the story?
- a. When the boy first cried "wolf."
  - b. When the real wolf came and attacked the sheep.
  - c. When the villagers laughed at the boy.
  - d. When the boy left the village.
6. How did the villagers respond when the real wolf came?
- a. They came to help.
  - b. They did not believe the boy.
  - c. They ran to save the sheep.
  - d. They attacked the wolf.
7. What is the resolution of the story?
- a. The boy saved the sheep by himself.

- b. The boy left the village.
  - c. The boy learned not to lie.
  - d. The villagers forgave the boy.
8. What lesson can we learn from this story?
- a. Lying can lead to serious consequences.
  - b. Bravery is everything.
  - c. Always ask for help when there's trouble.
  - d. Don't disturb others for fun.
9. What is the main theme of the story?
- a. Courage and luck
  - b. Honesty and trust
  - c. Friendship and love
  - d. Hard work and perseverance
10. How does the story end?
- a. The boy was saved by the villagers.
  - b. The wolf attacked the sheep, and the villagers came too late.
  - c. The boy defeated the wolf.
  - d. The villagers caught the wolf.

#### Appendix 4. Instrument and Answer Sheet on Post-Test 1

##### POST-TEST I

*Read the text below. Then choose the correct answer for the following questions.*

Once upon a time, in a lush forest, there was a clever rabbit named Benny. Benny was known for his quick thinking and intelligence. One day, a hungry fox named Max decided to catch Benny for dinner.

Max came up with a plan to trap Benny. He dug a deep hole and covered it with leaves, hoping Benny would fall into it. However, Benny noticed the freshly dug soil around the hole and realized it was a trap. Instead of running away, Benny decided to teach Max a lesson.

Benny found a large stone and pushed it into the hole. Max, hiding nearby, heard the sound and thought he had caught Benny. He jumped out of his hiding spot and peered into the hole, only to find the stone. While Max was distracted, Benny sneaked away safely.

From that day on, Max never tried to outsmart Benny again, and the other animals admired Benny's cleverness.

1. Who are the main characters in the story?
  - a. Benny and the fox
  - b. Benny and Max
  - c. The fox and other animals
  - d. Benny and the lion
2. Why did Max dig a hole in the forest?
  - a. To build a home
  - b. To catch Benny for dinner

- c. To hide from predators
  - d. To find water
3. How did Benny realize the hole was a trap?
- a. He heard Max talking nearby.
  - b. He noticed the freshly dug soil around the hole.
  - c. Another animal warned him.
  - d. He fell into the trap and escaped.
4. What did Benny do to trick Max?
- a. Ran away as fast as possible
  - b. Covered the hole with more leaves
  - c. Pushed a large stone into the hole
  - d. Lured Max into the trap
5. What did Max think when he heard the sound of the stone?
- a. He thought Benny was escaping.
  - b. He thought he had caught Benny.
  - c. He thought another animal fell into the trap.
  - d. He decided to run away.
6. What lesson did Max learn from the story?
- a. To work harder to catch prey
  - b. To never underestimate Benny's intelligence
  - c. To stop digging holes in the forest
  - d. To seek help from other animal

7. How did the other animals feel about Benny?
  - a. They admired his cleverness.
  - b. They were afraid of him.
  - c. They thought he was selfish.
  - d. They wanted to avoid him.
8. What is the moral of the story?
  - a. Strength is more important than intelligence.
  - b. Cleverness and quick thinking can outsmart danger.
  - c. Never trust anyone in the forest.
  - d. It's better to avoid problems than to solve them.
9. How did Benny feel after escaping the trap?
  - a. Angry at Max
  - b. Relieved and proud of himself
  - c. Scared and worried
  - d. Determined to leave the forest
10. What would likely happen if Max tried to catch Benny again?
  - a. Benny would outsmart him again.
  - b. Benny would run away immediately.
  - c. Max would succeed in catching Benny.
  - d. The other animals would warn Benny.

*The following text is for questions no. 11-15*

### **The Fox and the Crow**

One day, a crow sat on a tree branch holding a piece of cheese in its beak. A fox saw it and wanted the cheese. The fox said, "Oh, beautiful crow, your feathers are so shiny! Surely, your voice must be lovely. Please sing me a song!" Flattered, the crow opened its beak to sing, and the cheese fell to the ground. The fox grabbed it and ran away, saying, "Thank you for the cheese, my friend!"

11. What is the main idea of the story?
  - a. A fox tricked a crow to get cheese.
  - b. The crow sang beautifully for the fox.
  - c. A crow helped a fox find food.
  - d. A crow and a fox became friends.
12. Why did the fox compliment the crow?
  - a. To make the crow laugh.
  - b. To make the crow feel sad.
  - c. To trick the crow into dropping the cheese.
  - d. To ask the crow for help.
13. What happened when the crow sang?
  - a. The fox ran away.
  - b. The cheese fell to the ground.
  - c. The crow flew away.
  - d. The fox helped the crow.
14. What can we learn from the story?
  - a. Sharing is caring.

- b. Never trust someone who flatters you.
- c. Always help others in need.
- d. Honesty is the best policy.

15. Who are the characters in the story?

- a. The crow and the hare.
- b. The fox and the crow.
- c. The fox and the tortoise.
- d. The crow and the wolf.

*The following text is for questions no. 16-20*

#### **The Tortoise and the Hare**

The hare always boasted about how fast he was. Tired of his arrogance, the tortoise challenged him to a race. The hare laughed but agreed. During the race, the hare quickly ran ahead and decided to take a nap. Meanwhile, the tortoise kept moving steadily. By the time the hare woke up, the tortoise had already crossed the finish line and won the race.

16. Why did the tortoise challenge the hare?

- a. To prove that slow and steady wins the race.
- b. To show he was faster than the hare.
- c. To make friends with the hare.
- d. To teach the hare a lesson.

17. Why did the hare lose the race?

- a. He got distracted by food.
- b. He tripped over a rock.

- c. He was too confident and took a nap.
- d. He forgot about the race.

18. What did the tortoise do to win?

- a. He tricked the hare into sleeping.
- b. He ran faster at the end.
- c. He kept moving steadily without stopping.
- d. He asked other animals for help.

19. What lesson can we learn from the story?

- a. Arrogance can lead to failure.
- b. Fast is always better than slow.
- c. It's okay to take a nap during work.
- d. Friends always help each other.

20. What is the moral of the story?

- a. Slow and steady wins the race.
- b. Always run as fast as you can.
- c. Rest is more important than work.
- d. Teamwork makes the dream work.



## Appendix 5. Instrument and Answer Sheet on Post-Test 2

*Read the text bellow. Then choose the correct answer for the following questions.*

### **The Crying Stone**

Once upon the time, in Kalimantan Province, there was a jungle which was lived by an old widow with her daughter. They lived in the small and decrepit hut. It meant that they lived in the poor after the husband had passed away since their daughter was still baby. The old widow had to find the money by selling the fire wood which was gotten from collecting in jungle. Her daughter had a beautiful face so that many people liked her.

The old widow did not take a rest before getting something to be eaten as their food. She had to work hard in her old age. Unfortunately, her daughter never helped her when she worked as fire wood collector. It was not heavy work because her daughter had more power than her. But her daughter denied helping her, she loved making over her face and perform and also she was a lazy girl who never did household. The old widow did not take a rest before getting something to be eaten as their food. She had to work hard in her old age. Unfortunately, her daughter never helped her when she worked as fire wood collector. It was not heavy work because her daughter had more power than her. But her daughter denied helping her, she loved making over her face and perform and also she was a lazy girl who never did household.

One day, the widow and her daughter went to the market for shopping to the village. It was why the widow could not lift the heavy things, so she persuaded her daughter. The space from their home to the market was so far enough so they had to walk long. It made her daughter tired and annoyed. The widow had to bring an umbrella for covering her daughter.

Arriving the market, most of the people were interested the widow and her daughter. They were confused who they were because they never met them before. The widow dressed ugly in the other hand the daughter dressed

beautifully. When a man asked about who the old woman, the daughter answered that she was her servant. Hearing that statement, the widow was so sad but she accepted that because she did not want her daughter felt so embarrassed in front of many people.



In some minutes later, there was a man coming closer the daughter and asked about her and her mother. She told that her mother was her servant. The man believed because from their differentiate dress. Again and again the widow was so sad but she wiped off her tears by her cloth. In the other hand, Her daughter was enjoyed in talking with that man without attention her mother.

In the way home, there was man who asked about who she and her mother were. She answered she was her boss and her mother was her servant. In the three times, the widow could not defend not only her tear but also her patient. The widow raised her hand and prayed to God. “Oh My God, I do not defend with my daughter’s mock. My daughter was so rebel to her. I am so sad. Oh My God, punish her, this rebel daughter, punish her!!”

By the God Power, the body of her daughter became a stone slowly. It started from her feet until her chest. Before her head became a stone, she cried and asked to her mother for forgiving her and she promised to be a kind daughter. She cried and yelled loudly, but the widow did not do anything because the God granted her pray. The widow was so sad looking her daughter, she only could hug the stone sadly. The eyes of stone removed the tears. It was why many people called that stone “the crying stone”

1. What is main idea of the story?
  - a. A daughter who is not filial to her parents and calls her mother a slave
  - b. A beautiful girl has a soft heart
  - c. a mother who curses her child
  - d. girl who suffers from poverty
2. What is moral value of the story?
  - a. We have to obey our parents
  - b. Do not ever listen people around you
  - c. We have t treat our parents well
  - d. Do not pretend to be rich person
3. What is the synonym of the italic and bold word, “Again and again the widow was so sad but she *wiped off* her tears by her cloth”?
  - a. Dripping
  - b. Rubbed away
  - c. Pulled off
  - d. Drop
4. What makes the woman upset toward her daughter attitude?
  - a. The daughter never help the woman in doing household
  - b. The daughter did not admit the woman as her mother
  - c. The daughter did not want to accompany her to market
  - d. The daughter disappointed to her mother since she was poor
5. What is the last paragraph tell us about?
  - a. The daughter realized her fault

- b. The woman rejected to forgive her daughter
  - c. The woman cursed her daughter to a stone
  - d. The woman pleaded to punish her daughter
6. The conflict of the story can be find in paragraph?
- a. 1
  - b. 3
  - c. 4
  - d. 6
7. How is the daughter behavior?
- a. Polite
  - b. Humble
  - c. Grumpy
  - d. Arrogant
8. The protagonist of the legend above is..
- a. Darmi
  - b. The mother
  - c. The father
  - d. The daughter
9. What habit that the daughter does everyday
- a. Preening
  - b. Work
  - c. Cooking
  - d. Help her mother

10. Where is the legend from?

- a. Sumatra
- b. Jawa
- c. Kalimantan
- d. Sulawesi

*The following text is for questions no. 11-15*

### **The Ant and the Grasshopper**

During summer, the ants were busy collecting food for the winter. Meanwhile, the grasshopper was singing and enjoying the warm weather. When winter came, the grasshopper found itself hungry and cold, while the ants were safe and had plenty of food. The grasshopper asked the ants for help, but they said, "You should have worked in the summer like we did."

11. What did the ants do during summer?

- a. They helped the grasshopper.
- b. They collected food for winter.
- c. They went on vacation.
- d. They sang songs and danced.

12. What did the grasshopper do during summer?

- a. He worked hard like the ants.
- b. He collected food for winter.
- c. He sang and enjoyed himself.
- d. He built a shelter for himself.

13. What happened to the grasshopper in winter?
- He was cold and hungry.
  - He had plenty of food.
  - He found shelter with the ants.
  - He traveled to a warmer place.
14. What can we learn from the story?
- Sharing is caring.
  - Hard work brings success.
  - Enjoy your life and don't worry about the future.
  - Always depend on others for help.
15. Who are the characters in the story?
- The ants and the hare.
  - The ants and the fox.
  - The ants and the grasshopper.
  - The ants and the crow.

*The following text is for questions no. 16-20*

### **The Lion and the Rabbit**

Once upon a time, a lion ruled the jungle. Every day, he hunted and killed many animals. The animals decided to send one animal each day to the lion as his food. One day, it was the rabbit's turn. The clever rabbit came late and told the lion that another lion had claimed to be the king of the jungle. The lion became angry and asked the rabbit to show him the other lion. The rabbit took the lion to a

deep well and said, "Look down!" The lion saw his own reflection in the water and thought it was the other lion. He jumped into the well and drowned.

16. What did the lion do every day?

- a. He shared his food with other animals.
- b. He hunted and killed many animals.
- c. He slept all day in his cave.
- d. He helped the animals find food.

17. Why did the rabbit come late to the lion?

- a. He was scared of the lion.
- b. He wanted to trick the lion.
- c. He got lost in the jungle.
- d. He forgot about his turn.

18. What did the lion see in the well?

- a. Another lion.
- b. His own reflection.
- c. The rabbit's reflection.
- d. Water with fish inside.

19. What happened to the lion in the end?

- a. He became the king of the jungle.
- b. He shared food with the animals.
- c. He drowned in the well.
- d. He forgave the rabbit.

20. What is the moral of the story?
- a. Cleverness can defeat strength.
  - b. Always believe what others say.
  - c. Strength is more important than intelligence.
  - d. Never trust rabbits.

KEY ANSWER:

PRE-TEST :

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

POST-TEST 1:

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



- 13. B
- 14. B
- 15. B
- 16. A
- 17. C
- 18. C
- 19. A
- 20. A

POST-TEST 2:

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

### Appendix 6. Students' Grade on Pre-Test

EVALUATION SHEET PRE-TEST

No	Name	Score	Category
1	AAQ	76	Complete
2	ABA	62	Incomplete
3	APV	58	Incomplete
4	AFA	54	Incomplete
5	ASP	52	Incomplete
6	AS	52	Incomplete
7	AMA	75	Complete
8	AZ	67	Incomplete
9	CRJ	58	Incomplete
10	DRS	60	Incomplete
11	DAT	58	Incomplete
12	DS	75	Complete
13	DT	52	Incomplete
14	EBAP	58	Incomplete
15	FZ	50	Incomplete
16	FA	58	Incomplete
17	FAR	75	Complete
18	GNT	58	Incomplete
19	HRDK	54	Incomplete
20	HVP	75	Complete
21	IP	58	Incomplete
22	IM	75	Complete
23	MTS	64	Incomplete
24	MSN	77	Complete
25	MRS	58	Incomplete
26	NR	58	Incomplete
27	PDT	67	Incomplete
28	RAN	58	Incomplete
<b>HIGHEST SCORE</b>		77	
<b>LOWEST SCORE</b>		50	
<b>TOTAL</b>		1.742	
<b>AVERAGE</b>		62	

English Teacher



Suprihatin, S.Pd  
NIP.-

Penawartama, October 2024  
Researcher



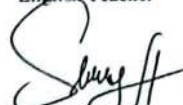
Leony Devasha Tusanti  
Npm. 2001051015

### Appendix 7. Students' Grade on Post-Test 1


EVALUATION SHEET POST-TEST 1

No	Name	Score	Category
1	AAQ	77	Complete
2	ABA	68	Incomplete
3	APV	70	Incomplete
4	AFA	75	Complete
5	ASP	72	Incomplete
6	AS	65	Incomplete
7	AMA	77	complete
8	AZ	67	Incomplete
9	CRJ	65	Incomplete
10	DRS	75	Complete
11	DAT	60	Incomplete
12	DS	77	Complete
13	DT	68	Incomplete
14	EBAP	68	Incomplete
15	FZ	56	Incomplete
16	FA	64	Incomplete
17	FAR	75	Complete
18	GNT	58	Incomplete
19	HRDK	56	Incomplete
20	HVP	75	Complete
21	IP	62	Incomplete
22	IM	75	Complete
23	MTS	65	Incomplete
24	MSN	77	Complete
25	MRS	62	Incomplete
26	NR	58	Incomplete
27	PDT	70	Incomplete
28	RAN	58	Incomplete
HIGHEST SCORE		77	
LOWEST SCORE		56	
TOTAL		1.085	
AVERAGE		67	

English Teacher

  
 Suprihatin, S Pd  
 NIP.-

Penawartama, October 2024  
 Researcher

  
 Leony Devasha Tusanti  
 Npm. 2001051015

### Appendix 8. Students' Grade on Post-Test 2

EVALUATION SHEET POST-TEST 2

No	Name	Score	Category
1	AAQ	78	Complete
2	ABA	72	Incomplete
3	APV	78	Complete
4	AFA	78	Complete
5	ASP	75	Complete
6	AS	80	Complete
7	AMA	79	Complete
8	AZ	77	Complete
9	CRJ	75	Complete
10	DRS	79	Complete
11	DAT	68	Incomplete
12	DS	80	Complete
13	DT	76	Complete
14	EBAP	80	Complete
15	FZ	75	Complete
16	FA	70	Incomplete
17	FAR	76	Complete
18	GNT	78	Complete
19	HRDK	78	Complete
20	HVP	82	Complete
21	IP	68	Incomplete
22	IM	75	Complete
23	MTS	78	Complete
24	MSN	80	Complete
25	MRS	78	Complete
26	NR	78	Complete
27	PDT	79	Complete
28	RAN	78	Complete
<b>HIGHEST SCORE</b>		82	
<b>LOWEST SCORE</b>		68	
<b>TOTAL</b>		2.148	
<b>AVERAGE</b>		77	

English Teacher

Subrihatin, S. Pd  
NIP.-

Penawartama, October 2024  
Researcher

Leony Devashia Tusanti  
Npm. 2001051015

## Appendix 9. Observation Sheet of Students' Activities in Cycle 1

Observation Sheet of Students' Learning Activities In Cycle 1


NO	Name	Activities			
		1	2	3	4
1	AAQ	✓	-	✓	✓
2	ABA	✓	-	-	✓
3	APV	✓	-	-	✓
4	AFA	✓	✓	✓	✓
5	ASP	✓	-	✓	✓
6	AS	✓	✓	✓	✓
7	AMA	✓	✓	✓	✓
8	AZ	-	-	-	✓
9	CRJ	✓	-	✓	✓
10	DRS	✓	✓	-	✓
11	DAT	-	-	-	✓
12	DS	✓	✓	✓	✓
13	DT	-	-	-	✓
14	EBAP	✓	✓	✓	✓
15	FZ	-	-	-	✓
16	FA	✓	✓	✓	✓
17	FAR	✓	-	✓	✓
18	GNT	-	-	-	✓
19	HRDK	-	-	-	✓
20	HVP	✓	✓	✓	✓
21	IP	✓	-	✓	✓
22	IM	✓	✓	✓	✓
23	MTS	-	-	-	✓
24	MSN	✓	-	-	✓
25	MRS	-	-	✓	✓
26	NR	-	-	-	✓
27	PDT	✓	✓	-	✓
28	RAN	-	-	-	✓
	Total	64,28%	35,72%	50%	100%
	Percentage		200%		
	Average of Percentages		62,5%		

Notes :


1. Giving attention to the teacher's explanation
2. Ask/answer the question from the teacher
3. Active in learning process
4. The students' able to do the task using QAR



English Teacher

  
Suprihatin, S.Pd  
NIP. -

Penawartama, *October* 2024  
Researcher

  
Leony Devasha Tusanti  
Npm. 2001031015

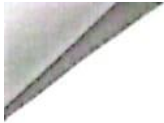
## Appendix 10. Observation Sheet of Students' Activities in Cycle 2

Observation Sheet of Students' Learning Activities In Cycle 2

NO	Name	Activities			
		1	2	3	4
1	AAQ	✓	-	✓	✓
2	ABA	-	-	✓	✓
3	APV	✓	-	✓	✓
4	AFA	✓	✓	✓	✓
5	ASP	✓	-	-	✓
6	AS	✓	✓	✓	✓
7	AMA	✓	✓	-	✓
8	AZ	✓	-	✓	✓
9	CRJ	-	-	✓	✓
10	DRS	✓	✓	✓	✓
11	DAT	-	-	-	✓
12	DS	✓	✓	-	✓
13	DT	✓	-	✓	✓
14	EBAP	✓	✓	✓	✓
15	FZ	✓	-	✓	✓
16	FA	✓	✓	✓	✓
17	FAR	✓	-	-	✓
18	GNT	✓	-	✓	✓
19	HRDK	✓	-	✓	✓
20	HVP	✓	✓	✓	✓
21	IP	-	-	-	✓
22	IM	✓	-	-	✓
23	MTS	✓	✓	✓	✓
24	MSN	✓	✓	✓	✓
25	MRS	✓	✓	✓	✓
26	NR	✓	-	✓	✓
27	PDT	✓	✓	✓	✓
28	RAN	✓	-	✓	✓
Total		85,71%	42,86%	71%	60%
Percentage			33,6%		
Average of Percentages			71,9%		

Notes :

1. Giving attention to the teacher's explanation
2. Ask/answer the question from the teacher
3. Active in learning process
4. The students' able to do the task using QAR



English Teacher

Suprihatin, S.Pd  
NIP.-

Penawartama, October 2024  
Researcher

Leony Devasha Tusanti  
Npm. 2001054015



## Appendix 11. Field Note



PEMERINTAH KABUPATEN TULANG BAWANG  
 DINAS PENDIDIKAN DAN KEBUDAYAAN  
 SMP NEGERI 1 PENAWARTAMA  
 NSS : 201120506003 NPSN : 10809195  
 Alamat : Jl Lintas Rawajitu Kamp. Sidoharjo Kec. Perawartama Kab. Tulang Bawang  
 Email/Telepon : smn1p.tama@gmail.com / 085366216408



Name: Desy Syapitri

Class: VIII

Time/Day: Monday, 21 October 2024.

*Read The text bellow. Then choose the correct answer for the following questions.*

### The Crying Stone

Once upon the time, in Kalimantan Province, there was a jungle which was lived by an old widow with her daughter. They lived in the small and decrepit hut. It meant that they lived in the poor after the husband had passed away since their daughter was still baby. The old widow had to find the money by selling the fire wood which was gotten from collecting in jungle. Her daughter had a beautiful face so that many people liked her.

The old widow did not take a rest before getting something to be eaten as their food. She had to work hard in her old age. Unfortunately, her daughter never helped her when she worked as fire wood collector. It was not heavy work because her daughter had more power than her. But her daughter denied helping her, she loved making over her face and perform and also she was a lazy girl who never did household. The old widow did not take a rest before getting something to be eaten as their food. She had to work hard in her old age. Unfortunately, her daughter never helped her when she worked as fire wood collector. It was not heavy work because her daughter had more power than her. But her daughter denied helping her, she loved making over her face and perform and also she was a lazy girl who never did household.

One day, the widow and her daughter went to the market for shopping to the village. It was why the widow could not lift the heavy things, so she persuaded her daughter. The space from their home to the market was so far enough so they had to walk long. It made her daughter tired and annoyed. The widow had to bring an umbrella for covering her daughter.

Arriving the market, most of the people were interested the widow and her daughter. They were confused who they were because they never met them before. The widow dressed ugly in the other hand the daughter dressed beautifully. When a man asked about who the old woman, the daughter answered that she was her servant. Hearing that statement, the widow was so sad but she accepted that because she did not want her daughter felt so embarrassed in front of many people.



In some minutes later, there was a man coming closer the daughter and asked about her and her mother. She told that her mother was her servant. The man believed because from their differentiate dress. Again and again the widow was so sad but she wiped off her tears by her cloth. In the other hand, Her daughter was enjoyed in talking with that man without attention her mother.

In the way home, there was man who asked about who she and her mother were. She answered she was her boss and her mother was her servant. In the three times, the widow could not defend not only her tear but also her patient. The widow raised her hand and prayed to God. "Oh My God, I do not defend with my daughter's mock. My daughter was so rebel to her. I am so sad. Oh My God, punish her, this rebel daughter, punish her!!"

By the God Power, the body of her daughter became a stone slowly. It started from her feet until her chest. Before her head became a stone, she cried and asked to her mother for forgiving her and she promised to be a kind daughter. She cried and yelled loudly, but the widow did not do anything because the God granted her pray. The widow was so sad looking her daughter, she only could hug the stone sadly. The eyes of stone removed the tears. It was why many people called that stone "the crying stone"

1. What is main idea of the story?
  - a. A daughter who is not filial to her parents and calls her mother a slave
  - b. A beautiful girl has a soft heart
  - c. a mother who curses her child
  - d. girl who suffers from poverty
2. What is moral value of the story?
  - a. We have to obey our parents
  - b. Do not ever listen people around you
  - c. We have to treat our parents well
  - d. Do not pretend to be rich person
3. What is the synonym of the italic and bold word, "Again and again the widow was so sad but she *wiped off* her tears by her cloth"?
  - a. Dripping
  - b. Rubbed away
  - c. Pulled off
  - d. Drop
4. What makes the woman upset toward her daughter attitude?
  - a. The daughter never help the woman in doing household
  - b. The daughter did not admit the woman as her mother
  - c. The daughter did not want to accompany her to market
  - d. The daughter disappointed to her mother since she was poor
5. What is the last paragraph tell us about?
  - a. The daughter realized her fault
  - b. The woman rejected to forgive her daughter

- c. The woman cursed her daughter to a stone  
 d. The woman pleaded to punish her daughter
6. The conflict of the story can be find in paragraph?  
a. 1  
b. 3  
c. 4  
 d. 6
7. How is the daughter behavior?  
a. Polite  
b. Humble  
c. Grumpy  
 d. Arrogant
8. The protagonist of the legend above is  
a. Darmi  
 b. The mother  
c. The father  
d. The daughter
9. What habit that the daughter does everyday  
 a. Preening  
b. Work  
c. Cooking  
d. Help her mother
10. Where is the legend from?  
a. Sumatra  
b. Jawa

Kalimantan

d. Sulawesi

*The following text is for questions no. 11-15*

#### **The Ant and the Grasshopper**

During summer, the ants were busy collecting food for the winter. Meanwhile, the grasshopper was singing and enjoying the warm weather. When winter came, the grasshopper found itself hungry and cold, while the ants were safe and had plenty of food. The grasshopper asked the ants for help, but they said, "You should have worked in the summer like we did."

11. What did the ants do during summer?

a. They helped the grasshopper.

b. They collected food for winter.

c. They went on vacation.

d. They sang songs and danced.

12. What did the grasshopper do during summer?

a. He worked hard like the ants.

b. He collected food for winter.

c. He sang and enjoyed himself.

d. He built a shelter for himself.

13. What happened to the grasshopper in winter?

a. He was cold and hungry.

b. He had plenty of food.

c. He found shelter with the ants.

d. He traveled to a warmer place.

14. What can we learn from the story?
- a. Sharing is caring.
  - b. Hard work brings success.
  - c. Enjoy your life and don't worry about the future.
  - d. Always depend on others for help.
15. Who are the characters in the story?
- a. The ants and the hare.
  - b. The ants and the fox.
  - c. The ants and the grasshopper.
  - d. The ants and the crow.

*The following text is for questions no. 16-20*

#### **The Lion and the Rabbit**

Once upon a time, a lion ruled the jungle. Every day, he hunted and killed many animals. The animals decided to send one animal each day to the lion as his food. One day, it was the rabbit's turn. The clever rabbit came late and told the lion that another lion had claimed to be the king of the jungle. The lion became angry and asked the rabbit to show him the other lion. The rabbit took the lion to a deep well and said, "Look down!" The lion saw his own reflection in the water and thought it was the other lion. He jumped into the well and drowned.

16. What did the lion do every day?
- a. He shared his food with other animals.
  - b. He hunted and killed many animals.
  - c. He slept all day in his cave.

- d. He helped the animals find food.
17. Why did the rabbit come late to the lion?
- a. He was scared of the lion.
  - b. He wanted to trick the lion.
  - c. He got lost in the jungle.
  - d. He forgot about his turn.
18. What did the lion see in the well?
- a. Another lion.
  - b. His own reflection.
  - c. The rabbit's reflection.
  - d. Water with fish inside.
19. What happened to the lion in the end?
- a. He became the king of the jungle.
  - b. He shared food with the animals.
  - c. He drowned in the well.
  - d. He forgave the rabbit.
20. What is the moral of the story?
- a. Cleverness can defeat strength.
  - b. Always believe what others say.
  - c. Strength is more important than intelligence.
  - d. Never trust rabbits.



PEMERINTAH KABUPATEN TULANG BAWANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 PENAWARTAMA

NSS : 201120506003 NPSN : 10809195  
Alamat : Jl. Lintas Rawajitu Kamp. Sidoharjo Kec. Penawartama Kab. Tulang Bawang  
Email/Telepon : smn1p.tams@gmail.com / 085366216408



Name: Anisa Salsabila

Class: VIII

Time/Day: Monday, 21 Oct 2024

*Read The text bellow. Then choose the correct answer for the following questions.*

#### The Crying Stone

Once upon the time, in Kalimantan Province, there was a jungle which was lived by an old widow with her daughter. They lived in the small and decrepit hut. It meant that they lived in the poor after the husband had passed away since their daughter was still baby. The old widow had to find the money by selling the fire wood which was gotten from collecting in jungle. Her daughter had a beautiful face so that many people liked her.

The old widow did not take a rest before getting something to be eaten as their food. She had to work hard in her old age. Unfortunately, her daughter never helped her when she worked as fire wood collector. It was not heavy work because her daughter had more power than her. But her daughter denied helping her, she loved making over her face and perform and also she was a lazy girl who never did household. The old widow did not take a rest before getting something to be eaten as their food. She had to work hard in her old age. Unfortunately, her daughter never helped her when she worked as fire wood collector. It was not heavy work because her daughter had more power than her. But her daughter denied helping her, she loved making over her face and perform and also she was a lazy girl who never did household.

One day, the widow and her daughter went to the market for shopping to the village. It was why the widow could not lift the heavy things, so she persuaded her daughter. The space from their home to the market was so far enough so they had to walk long. It made her daughter tired and annoyed. The widow had to bring an umbrella for covering her daughter.



Arriving the market, most of the people were interested the widow and her daughter. They were confused who they were because they never met them before. The widow dressed ugly in the other hand the daughter dressed beautifully. When a man asked about who the old woman, the daughter answered that she was her servant. Hearing that statement, the widow was so sad but she accepted that because she did not want her daughter felt so embarrassed in front of many people.



In some minutes later, there was a man coming closer the daughter and asked about her and her mother. She told that her mother was her servant. The man believed because from their differentiate dress. Again and again the widow was so sad but she wiped off her tears by her cloth. In the other hand, Her daughter was enjoyed in talking with that man without attention her mother.

In the way home, there was man who asked about who she and her mother were. She answered she was her boss and her mother was her servant. In the three times, the widow could not defend not only her tear but also her patient. The widow raised her hand and prayed to God. "Oh My God, I do not defend with my daughter's mock. My daughter was so rebel to her. I am so sad. Oh My God, punish her, this rebel daughter, punish her!!"

By the God Power, the body of her daughter became a stone slowly. It started from her feet until her chest. Before her head became a stone, she cried and asked to her mother for forgiving her and she promised to be a kind daughter. She cried and yelled loudly, but the widow did not do anything because the God granted her pray. The widow was so sad looking her daughter, she only could hug the stone sadly. The eyes of stone removed the tears. It was why many people called that stone "the crying stone"

1. What is main idea of the story?  
 A daughter who is not filial to her parents and calls her mother a slave  
b. A beautiful girl has a soft heart  
c. a mother who curses her child  
d. girl who suffers from poverty
2. What is moral value of the story?  
a. We have to obey our parents  
b. Do not ever listen people around you  
 We have t treat our parents well  
d. Do not pretend to be rich person
3. What is the synonym of the italic and bold word, "Again and again the widow was so sad but she *wiped off* her tears by her cloth"?  
 Dripping  
b. Rubbed away  
c. Pulled off  
d. Drop
4. What makes the woman upset toward her daughter attitude?  
a. The daughter never help the woman in doing household  
 The daughter did not admit the woman as her mother  
c. The daughter did not want to accompany her to market  
d. The daughter disappointed to her mother since she was poor
5. What is the last paragraph tell us about?  
a. The daughter realized her fault  
b. The woman rejected to forgive her daughter



- The woman cursed her daughter to a stone
- d. The woman pleaded to punish her daughter
6. The conflict of the story can be find in paragraph?
- a. 1
- b. 3
- c. 4
- 6
7. How is the daughter behavior?
- a. Polite
- b. Humble
- c. Grumpy
- Arrogant
8. The protagonist of the legend above is..
- a. Darmi
- The mother
- c. The father
- d. The daughter
9. What habit that the daughter does everyday
- Preening
- b. Work
- c. Cooking
- d. Help her mother
10. Where is the legend from?
- a. Sumatra
- b. Jawa

Kalimantan

d. Sulawesi

*The following text is for questions no. 11-15*

#### **The Ant and the Grasshopper**

During summer, the ants were busy collecting food for the winter. Meanwhile, the grasshopper was singing and enjoying the warm weather. When winter came, the grasshopper found itself hungry and cold, while the ants were safe and had plenty of food. The grasshopper asked the ants for help, but they said, "You should have worked in the summer like we did."

11. What did the ants do during summer?

- a. They helped the grasshopper.
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- c. They went on vacation.
- d. They sang songs and danced.

12. What did the grasshopper do during summer?

- a. He worked hard like the ants.
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- c. He sang and enjoyed himself.
- d. He built a shelter for himself.

13. What happened to the grasshopper in winter?

- a. He was cold and hungry.
- b. He had plenty of food.
- c. He found shelter with the ants.
- d. He traveled to a warmer place.

14. What can we learn from the story?
- a. Sharing is caring.
  - b. Hard work brings success.
  - c. Enjoy your life and don't worry about the future.
  - d. Always depend on others for help.
15. Who are the characters in the story?
- a. The ants and the hare.
  - b. The ants and the fox.
  - c. The ants and the grasshopper.
  - d. The ants and the crow.

*The following text is for questions no. 16-20*

#### **The Lion and the Rabbit**

Once upon a time, a lion ruled the jungle. Every day, he hunted and killed many animals. The animals decided to send one animal each day to the lion as his food. One day, it was the rabbit's turn. The clever rabbit came late and told the lion that another lion had claimed to be the king of the jungle. The lion became angry and asked the rabbit to show him the other lion. The rabbit took the lion to a deep well and said, "Look down!" The lion saw his own reflection in the water and thought it was the other lion. He jumped into the well and drowned.

16. What did the lion do every day?
- a. He shared his food with other animals.
  - b. He hunted and killed many animals.
  - c. He slept all day in his cave.

d. He helped the animals find food.

17. Why did the rabbit come late to the lion?

a. He was scared of the lion.

b. He wanted to trick the lion.

c. He got lost in the jungle.

d. He forgot about his turn.

18. What did the lion see in the well?

a. Another lion.

b. His own reflection.

c. The rabbit's reflection.

d. Water with fish inside.

19. What happened to the lion in the end?

a. He became the king of the jungle.

b. He shared food with the animals.

c. He drowned in the well.

d. He forgave the rabbit.

20. What is the moral of the story?

a. Cleverness can defeat strength.

b. Always believe what others say.

c. Strength is more important than intelligence.

d. Never trust rabbits.

## Appendix 12. Documentation



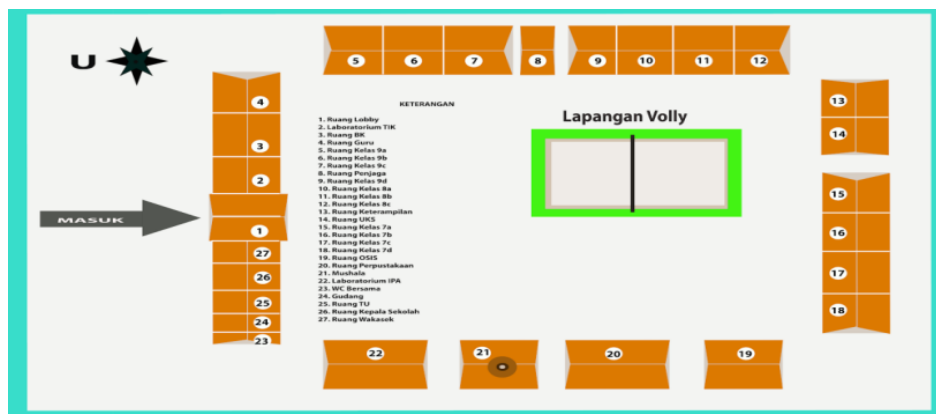




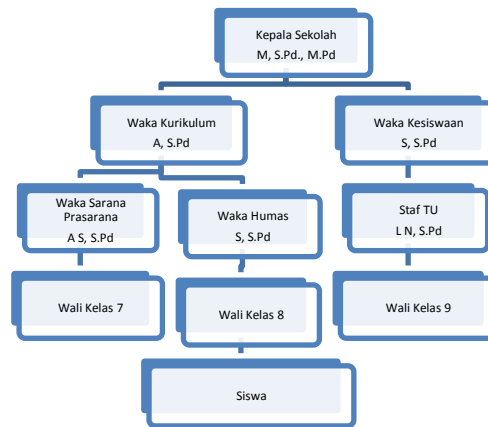
### Appendix 13. Profil SMPN 1 Penawartama

School Name	SMPN 1 Penawartama
Academy Status	A
No SK	0389/0/1990
NPSN	10809195
Name of the Principal	Misnanto, S.Pd., M.Pd
Address	Jalan Lintas Rawajitu RT.021 RW.005
Village	Sidoharjo
Subdistrict	Penawartama
Regency	Tulang Bawang
Province	Lampung
Postal Code	34595
Land Area	30.056 M2

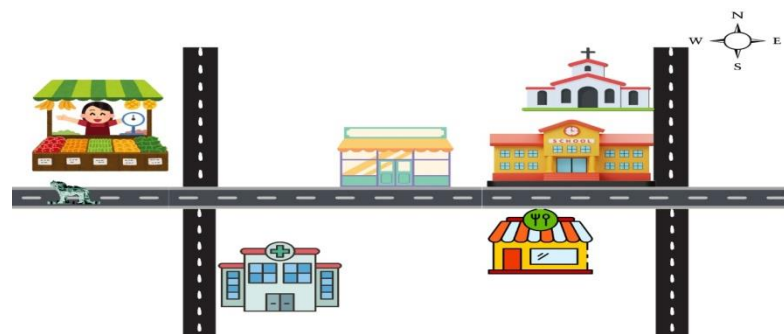
### Appendix 14. Lokasi SMPN 1 Penawartama



### Appendix 15. Struktur Organisasi SMPN 1 Penawartama



### Appendix 16. Denah Lokasi SMPN 1 Penawartama



### Appendix 13. Surat Izin Prasurvey



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-5210/In.28/J/TL.01/12/2023  
Lampiran :-  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Kepala Sekolah SMPN 01  
PENAWARTAMA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **LEONY DEVASHA TUSANTI**  
NPM : 2001051015  
Semester : 7 (Tujuh)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE USE OF QUESTION ANSWER RELATIONSHIP (QAR)  
STRATEGY TO IMPROVE THE STUDENTS READING  
COMPREHENSION ABILITY IN NARRATIVE TEXT AMONG  
THE EIGHT GRADERS AT OF SMPN 01 PENAWARTAMA

untuk melakukan prasurvey di SMPN 01 PENAWARTAMA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.


*Wassalamu'alaikum Wr. Wb.*

Metro, 11 Desember 2023  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006

## Appendix 14. Balasan Surat Prasurvey


**PEMERINTAH KABUPATEN TULANG BAWANG**  
**DINAS PENDIDIKAN**  
**SMP NEGERI 1 PENAWARTAMA**  
 NSS. 201120506003      NPSN : 10809195  
 Alamat: Jln. Raya Rasajito Kamp. Sidoharjo Kec. Penawartama Kab. Tulang Bawang

---

Nomor : 422/240/IL.5/SMPN.1/PI/TB/1/2024  
 Lampiran : -  
 Perihal : Balasan Permohonan Izin Prasurvey


Kepada Yth. Rektor / Dekan  
 Institut Agama Islam Negeri Metro  
 Di-  
 Tempat

Yang bertandatangan dibawah ini Kepala SMPN 1 Penawartama, Kecamatan Penawartama Kabupaten Tulang Bawang menerangkan  
 Berdasarkan surat permohonan izin penelitian dari Institut Agama Islam Negeri Metro, No. B-5210/In.283/TL.01/12/2023, tanggal 11 Desember 2023 bahwa :

Nama : **LEONY DEVASHIA TUSANTI**  
 NPM : 2001051015  
 Semester : VII (Tujuh)  
 Jurusan : Tadris Bahasa Inggris

Telah kami setuju untuk melakukan prasurvey di SMPN 1 Penawartama, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya

Penawartama, 23 Januari 2024  
 Kepala Sekolah  
  
**M. SANTOSO, S.Pd., M.Pd**  
 NIP. 19790921 200604 1 012

## Appendix 15. Surat Izin Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4670/In.28/D.1/TL.00/10/2024  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMPN 1 PENAWARTAMA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4669/In.28/D.1/TL.01/10/2024, tanggal 18 Oktober 2024 atas nama saudara:

Nama : **LEONY DEVASHA TUSANTI**  
NPM : 2001051015  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMPN 1 PENAWARTAMA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 PENAWARTAMA, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF QUESTION-ANSWER RELATIONSHIP(QAR) STRATEGY TO IMPROVE THE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT THE AMONG THE EIGHT GRADERS OF SMPN 1 PENAWARTAMA".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Oktober 2024  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003

## Appendix 16. Balasan Surat Izin Research



PEMERINTAH KABUPATEN TULANG BAWANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMP NEGERI 1 PENAWARTAMA**  
NSS : 201120506003      NPSN : 10809195  
Alamat : Jl. Lintas Rawajitu Kamp. Sidoharjo Kec. Penawartama Kab. Tulang Bawang  
Email/Telepon : [smpn1p.tama@gmail.com](mailto:smpn1p.tama@gmail.com) / 085366216408



Nomor : 422/280/II.5/SMPN1PT/TB/X/2024  
Lampiran : -  
Perihal : Balasan Permohonan Izin Research

Kepada Yth :  
Ketua Jurusan Tadris Bahasa Inggris  
Institut Agama Islam Negeri Metro  
Di

Tempat

Berdasarkan surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah Dan Ilmu Keguruan, Nomor : B-4669/In.28/D.1/TL.01/10/2024, tanggal 18 Oktober 2024, perihal Permohonan Izin Research, maka dengan ini Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Penawartama menerangkan bahwa :

Nama : LEONY DEVASHA TUSANTI  
NPM : 2001051015  
Jurusan : Tadris Bahasa Inggris  
Judul : THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY TO IMPROVE THE STUDENTS READING COMPREHENSION ABILITY IN NARRATIVE TEXT THE AMONG THE EIGHT GRADERS OF SMPN 1 PENAWARTAMA

Yang bersangkutan di atas diizinkan untuk melaksanakan Research sesuai dengan jadwal/waktu yang ditentukan di SMP Negeri 1 Penawartama.

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Penawartama, 21 Oktober 2024  
Kepala Sekolah.  
  
M. SANTOSO, S.Pd., M.Pd  
NIP=19790921 200604 1 012



## Appendix 18. Kartu Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Leony Devasha Tusanti  
NPM : 2001051015

Program Studi : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 21-03-2024	Dr. Mahrus As'ad, M.Ag	Acc Proposal	

Mengetahui  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803032015031006

Dosen Pembimbing

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Leony Devasha Tusanti  
NPM : 2001051015

Program Studi : TBI  
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Senin 14/24 /00		Pada di bekalahan autor satu Reduz Coprehensi kefau ya kaimun!	
	Kamis 17/24 /00		keo do gresenak 17/24 10	

Mengetahui  
Ketua Program Studi TBI



Dosen Pembimbing

**Dr. Mahrus As'ad, M.Ag.**  
NIP. 19611221 199603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507, Faksimili (0725) 47296, Website www.tarbiyah.metrouniv.ac.id, e-mail tarbiyah.iaim@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Leony Devasha Tusanti  
NPM : 2001051015

Jurusan : TBI  
Semester : 9

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jumat 25/2024 /10		Bedakan Reading dengan Reading comprehension Revisi bab II	
	Senin 28/2024 /10		Revisi bab III	
	Jumat 1/2024 /11		The factor of Reading Comprehension ability Revisi bab IV Revisi bab V	
			Revisi bab VI Revisi bab VII 16/12 + 24/12	



Dosen Pembimbing

**Dr. Mahrus As'ad, M.Ag**  
NIP. 196112211996031001

## Appendix 19. Surat Keterangan Bebas Pustaka Prodi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

### SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Leony Devasha Tusanti  
NPM : 2001051015  
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.  
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 08 Oktober 2024

Ketua Program Studi TBI



Dr. Much Deiniatur, M.Pd.B.I.  
NIP. 198803082015031006

## Appendix 20. Surat Keterangan Bebas Pustaka Perpustakaan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1055/In.28/S/U.1/OT.01/10/2024**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : LEONY DEVASHA TUSANTI  
NPM : 2001051015  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2001051015

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 18 Oktober 2024  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP.19750505 200112 1 002

**Appendix 21. Turnitin**

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**THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY  
TO IMPROVE THE READING COMPREHENSION ABILITIES IN  
NARRATIVE TEXT AMONG THE EIGHT GRADERS OF SMPN 1  
PENAWARTAMA**

by;

**LEONY DEVASHA TUSANTI  
STUDENT ID: 2001051015**



**Tarbiyah And Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
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## CURRICULUM VITAE



The researcher has named Leony Devasha Tusanti was born on August 12, 2002. The first daughter of the couple Mr. Sujarwo and Mrs. Susanti. The researcher has two brother, named Raditya Abimanyu and Adnan Atmaraya Abdurrahman. Currently the researcher lives in the Wira Agung Sari village of Penawartama, Kab. Tulang Bawang, Lampung. The researcher when elementary school was taken at SDN Kencana Mas and finished in 2014. Then she continued in Junior High School at SMPN 1 Penawartama graduated in 2017. Meanwhile, Senior High School was taken at SMKN 1 Penawartama, and completed in 2020. Then in 2020 the researcher continued her education ad IAIN METRO by manjoring in English education program.