

**AN ANALYSIS OF STUDENTS' READING COMPREHENSION SKILL ON
REPORT TEXT USING QUESTION-ANSWER RELATIONSHIP STRATEGY**

THESIS



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UNIVERSITY MALANG

2023

TITLE PAGE

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REPORT TEXT USING QUESTION-ANSWER RELATIONSHIP STRATEGY**

THESIS

*Submitted to the Faculty of Education and Teacher Training in Partical Fulfillment of The
Requirement of the Degree of English Language Teaching (S.Pd) in
English Education Department*



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UNIVERSITY MALANG

2023

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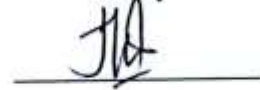
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Malang, June 23th 2023

Muhammad Zidane Baihaqi
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DEDICATION

This thesis is proudly dedicated to:

My beloved parents (Mr. Syukron & Mrs. Evy Silfiatin)

My beloved sisters (Rajwa and Hana)

My beloved big family

My beloved best friends

All of my friends

MOTTO

“Lebih baik mengerjakan semalaman, daripada harus mengulang tahun depan”.

Zidane Baihaqi

TRANSLITERATOR GUIDELINES OF LATIN ARABIC

The writing of the Arabic-Latin transliterator in this thesis has a great influence and is useful. The researcher uses transliteration guidelines that have been agreed upon in the decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia no. 158 of 1987 and no. 0543 b/U/1987 which will be described below:

A. Huruf

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h	ط	=	th	و	=	w
خ	=	kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	z	غ	=	g	ي	=	y
ر	=	r	ف	=	f			

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

او = aw

اي = ay

او = û

اي = î

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ABSTRAK

Baihaqi, Muhammad Zidane. Analisis Kemampuan Pemahaman Bacaan Siswa terhadap Report Text Melalui Strategi Question-Answer Relationship. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Kependidikan. UIN Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Hj. Like Raskova Octaberlina, M.Ed.

Keywords: Pemahaman Bacaan, Teks Report, Strategi Question-Answer Relationship

Memperhatikan pemahaman bacaan siswa sangat penting dalam pembelajaran bahasa Inggris. Memiliki pemahaman bacaan yang baik, sangat membantu siswa dalam menguasai berbagai keterampilan serta membantu siswa dalam memahami informasi dalam sebuah bacaan yang dibutuhkan oleh siswa untuk memperluas wawasan ilmu yang mereka miliki. Oleh karena itu, dalam studi ini peneliti telah melakukan penelitian dengan tujuan untuk menganalisis kemampuan pemahaman bacaan siswa terhadap teks report melalui penerapan strategi Question-Answer Relationship dan perspektif siswa terhadap penerapan strategi tersebut oleh guru bahasa Inggris didalam pembelajaran pemahaman bacaan terhadap teks report.

Selanjutnya, dalam studi ini, peneliti menerapkan desain penelitian studi kasus dan metode penelitian kualitatif dengan analisis deskriptif. Penerapan desain dan metode tersebut bertujuan untuk mendeskripsikan kemampuan pemahaman bacaan siswa terhadap report teks saat strategi Question-Answer Relationship diterapkan oleh guru bahasa Inggris, serta persepsi siswa terhadap penerapan strategi tersebut. Selain itu, pada penelitian ini, peneliti menggunakan dua macam instrumen penelitian, yaitu observasi dan wawancara. Kemudian, data yang diperoleh dari observasi dan wawancara akan diseleksi, disajikan dalam bentuk naratif deskriptif, serta disimpulkan untuk menjawab rumusan masalah yang terdapat didalam penelitian ini.

Hasil dari penelitian ini menunjukkan bahwa saat guru menerapkan strategi Question-Answer Relationship, kemampuan pemahaman bacaan siswa terhadap teks report menjadi meningkat. Hal ini dibuktikan dengan terpenuhinya semua ceklis observasi yang terdapat didalam penelitian ini, dimana siswa dapat mengidentifikasi serta memahami tujuan dari teks report, karakteristik dari teks report, aspek kebahasaan yang terkandung didalam teks report, serta struktur general yang terkandung didalam teks report yang disajikan oleh guru. Saat strategi Question-Answer Relationship ini diterapkan, siswa mampu menjawab pertanyaan-pertanyaan yang terdapat didalam report text dengan menerapkan tingkatan berpikir dan tingkatan pertanyaan yang terdapat didalam strategi ini. Ditambah lagi, penerapan strategi ini juga sangat membantu siswa dalam membuat berbagai macam tingkatan pertanyaan selain pertanyaan teks report yang telah disajikan oleh guru, seperti membuat pertanyaan eksplisit, pertanyaan implisit, dan pertanyaan yang didasarkan pada pengalaman dan pengetahuan pembaca.

ABSTRACT

Baihaqi, Muhammad Zidane. An Analysis of Students' Reading Comprehension Skill on Report Text Using Question-Answer Relationship Strategy. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Like Raskova Octaberlina, M.Ed.

Keywords: Reading Comprehension, Report Text, Question-Answer Relationship Strategy

Paying attention to students' reading comprehension is very important in English learning. Having good reading comprehension helps students master various skills and various information in a text that is needed by students to broaden the knowledge they have. Therefore, in this study the researcher has conducted research with the aim of analyzing students' reading comprehension skills towards report texts through the Implementation of the Question-Answer Relationship strategy and students' perspectives on the implementation of this strategy by English teachers in learning reading comprehension of report texts.

Furthermore, in this study, the researcher applied a case study research design and qualitative research methods with descriptive analysis. The Implementation of these designs and methods aims at describing students' reading comprehension skill towards text reports when the Question-Answer Relationship strategy is applied by English teachers, as well as students' perceptions of the implementation of this strategy. In addition, in this study, the researcher used two types of research instruments, namely observation and interviews. Then, the data obtained from observations and interviews will be selected, presented in a descriptive narrative form, and concluded to answer the research questions.

The results of this study indicate that when the teacher applies the Question-Answer Relationship strategy, the students' reading comprehension skill on report text increases. This is evidenced by the fulfillment of all the observation checklists that contained in this study, where students can identify and understand the purpose of the report text, the characteristics of the report text, the linguistic aspects contained in the report text, as well as the general structure contained in the report text presented by the teacher. Moreover, when the Question-Answer Relationship strategy is applied, students are able to answer the questions contained in the report text by applying the level of thinking and the level of questions contained in this strategy. In addition, the Implementation of this strategy is also very helpful for students in making various levels of questions besides the report text questions that have been presented by the teacher, such as making explicit questions, implicit questions, and questions based on the experience and knowledge of the reader.

تجريدي

البيهقي، محمد زيدان. تحليل قدرة الطلاب على فهم القراءة على الإبلاغ عن النص من خلال استراتيجية العلاقة بين السؤال والجواب. اطروحة. قسم إدرس اللغة الإنجليزية. كلية التربية والتربية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: د. ه. لايك راسكوف أوكتابرلينا، دكتورة في الطب.

الكلمات المفتاحية: فهم المقروء ، تقرير نصي ، استراتيجية العلاقة بين السؤال والجواب

الاهتمام بفهم الطلاب للقراءة مهم جدا في تعلم اللغة الإنجليزية. إن الفهم الجيد للقراءة يساعد الطلاب بشكل كبير في إتقان المهارات المختلفة ويساعد الطلاب على فهم المعلومات في القراءة التي يحتاجها الطلاب لتوسيع معرفتهم. لذلك قام الباحثون في هذه الدراسة بإجراء بحث بهدف تحليل قدرة الطلاب على فهم القراءة على نصوص التقارير من خلال تطبيق استراتيجية العلاقة بين السؤال والجواب ووجهات نظر الطلاب حول تطبيق هذه الاستراتيجيات من قبل معلمي اللغة الإنجليزية في تعلم فهم القراءة لنصوص التقرير.

علاوة على ذلك ، في هذه الدراسة ، يطبق الباحثون تصميم بحث دراسة الحالة وطرق البحث النوعي مع التحليل الوصفي. يهدف تطبيق التصميم والطريقة إلى وصف قدرة الطلاب على فهم القراءة للإبلاغ عن النص عند تطبيق استراتيجية العلاقة بين السؤال والجواب من قبل معلمي اللغة الإنجليزية ، بالإضافة إلى تصورات الطلاب لتطبيق الاستراتيجية. بالإضافة إلى ذلك ، في هذه الدراسة ، استخدم الباحثون نوعين من أدوات البحث ، وهما الملاحظة والمقابلات. بعد ذلك ، سيتم اختيار البيانات التي تم الحصول عليها من الملاحظات والمقابلات ، وتقديمها في شكل روايات وصفية ، واستنتاجها للإجابة على صياغة المشكلة الواردة في هذه الدراسة.

أظهرت نتائج هذه الدراسة أنه عندما يطبق المعلمون استراتيجية العلاقة بين السؤال والجواب، تزداد قدرة الطلاب على فهم القراءة للإبلاغ عن النصوص. ويتضح ذلك من خلال استيفاء جميع قوائم المراجعة الرصدية الواردة في هذه الدراسة ، حيث يمكن للطلاب تحديد وفهم الغرض من نص التقرير ، وخصائص نص التقرير ، والجوانب اللغوية الواردة في نص التقرير ، والبنية العامة الواردة في نص التقرير المقدم من المعلم. عند تطبيق استراتيجية العلاقة بين الأسئلة والأجوبة هذه ، يكون الطلاب قادرين على الإجابة على الأسئلة الواردة في نص التقرير من خلال تطبيق مستوى التفكير ومستوى الأسئلة الواردة في هذه الاستراتيجية. بالإضافة إلى ذلك ، فإن تطبيق هذه الاستراتيجية مفيد جدا للطلاب في عمل مستويات مختلفة من الأسئلة بالإضافة إلى أسئلة نص التقرير التي تم تقديمها من قبل المعلم ، مثل طرح الأسئلة الصريحة والأسئلة الضمنية والأسئلة بناء على خبرة القارئ ومعرفة.

CHAPTER I INTRODUCTION

This chapter will discuss the background of the study, research questions, objectives of the study, significance of the study, limitations of the study, and definition of key terms.

1.1 Background of the Study

Reading is one of the skills in English that must be mastered by EFL (English Foreign Learner) students and it has been taught from an early age. Reading is an activity to understand a text that contains linguistic characteristics. This means that linguistics has a larger quadrant than reading, but without reading, these characteristics of language have no meaning. According to Tarigan (2015: 7) reading is a process that is carried out and used by readers to receive messages that the writer wants to convey Using words/written language. Moreover, according to Rahim (2008: 2) reading is basically something that complexity involves many things, not only reading written words but also visual, reflexive, psycholinguistic, and metacognitive operations.

Based on the Islamic religion, reading is a mandatory thing that must be done by Muslims so as not to avoid ignorance. Based on the Al-Quran sura al-alaaq verses 1-5:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ، خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ، إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ،
الَّذِي عَلَّمَ بِالْقَلَمِ، عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ

Which means: Read with (mentioning) the name of your Lord who created, He has created man from a clot of blood, Read, and your Lord is the Most Glorious, Who teaches (man) with a pen, He teaches man what he does not know.

Reading is a very important part in learning and in life trying to expand knowledge. According to Nurgiantoro (2011: 368), in the world of education and reading practice is something that cannot be negotiated. Reading activities help students capture information from various sources to support learning. Otherwise, Nurhadi (1987 :11) argues that the purpose of reading is distinguished in general and in particular. Collectively, they include (1) gathering information, and (2) gaining understanding. Specifically, the purpose of reading are (1) to gather factual information, (2) to gain insight into something specific and problematic, (3) to make a critical assessment of the author's work, someone's writing, and (4) for emotional enjoyment.

Based on the definition of reading above, several problems arise when students have low reading skills. The problems are: 1) having a shallow mindset and lacking insight, 2) having low ideas and creativity, 3) having a low vocabulary, and 4) having difficulty expressing ideas and thoughts in writing. In addition, the low reading ability in students is certainly caused by various factors. The determinants of reading ability based on Tampubolon (2000: 241) include: (1) linguistic competence, (2) eye ability, (3) determination of focus news, (4) reading techniques & methods, (5) flexibility reading, and (6) reading norms. So that the determinants of students' reading ability can be fulfilled, in learning a plan is needed (Warde : 2005).

There are several solutions to overcome various reading problems experienced by students as described above. One of the best planning efforts in learning is to use relevant strategies. The strategy in language learning based Iskandarwassid & Suhendra (2009: 3) is a strategy or pattern that a teacher does in the language

learning process so that students can think more independently and can increase their cognitive abilities more deeply using good and correct language. Teachers generally do not master various kinds of tactics as a result, causing boredom and low learning motivation of students (Murnasih : 2013).

Previous strategies such as reading comprehension strategies are less supportive of learning activities. The only learning strategy used is the lecture method. In this case the teacher is more dominant in learning, so students are less active in expressing opinions and developing their abilities.

There is one strategy that can be used in reading comprehension learning. Question Answer Relationship strategy (QAR). The QAR strategy was developed by (Tartaro, 2006). QAR strategy is designed as a way for students to understand the relation between answers and direct questions Using question types. QAR helps students review the information obtained from the text as well as basic self-knowledge.

According to Kelly (2010) the level of QAR questions is a systematic tool that is usually used to adjust students' reading comprehension skills in reading and answer questions comprehensively. Therefore Tompkins (2010 : 452) describes the steps of the QAR strategy which are considered suitable for helping students learn reading comprehension. The steps include reading the questions, looking at the level of QAR questions based on the text read, then answering the questions and sharing the answers with other students if the teacher gives group assignments. These steps can acquire students' reading comprehension skills.

Wiesendanger (2001:108) stated that there are 3 levels of questions in the QAR learning strategy. The three levels of questions are: the first level is "Right

There", the answers can be obtained by reading or asking questions from clear texts. The second is "Think and Search", at this level the answer can be obtained by thinking and research or questions formed from answers can be found hidden. In this section, it is possible to test the level of students' reading comprehension by asking students to ask meaningful questions by noting that students can understand the previous reading. The third level of questions is "On My Own". The answer of this level of questioning can be found using the experience or personal knowledge of each student. In this section, questions arise not only about reading but readers are asked to combine information from reading with knowledge or experience they already have (Heryatun, 20 C.E.).

Several types of texts that are taught to third grade junior high school students are report text, descriptive text, narrative text, and recount text. In this study, the researcher focused on the discussion of the report text. Report text is a report in the form of text which presents information about something as it is or actually from the results of systematic analysis or research. Based on the researcher's experience in teaching reading comprehension on report text in one junior high school, the researcher found the fact that most students still have low reading comprehension skills on report text. This is evidenced by data on students' reading comprehension of report text which shows that when students are asked questions related to report text (identification of the purpose of report text, identification of the characteristics of report text, identification and understanding of students regarding the language features of report text, as well as students' understanding of generic structures that contained in the report text) only 4 students out of a total of 23 students got a score of 80. Next, only 2 students out of a total of 23 students

got a score of 65. Meanwhile, for a score of 55, it was obtained by 5 students out of a total of 23 students. Moreover, for a score of 40, there are 7 students out of a total of 23 students. Furthermore, for the other 5 students, they only got a score of 30. Thus, from the data on the acquisition of student scores above, it can be concluded that the students still have low reading comprehension skills.

During the learning process on report text, students often face problems that cause their reading comprehension skills to be poor. These problems include students' lack of interest in reading, low reading motivation, lack of reading materials, and teacher errors in choosing the right reading material for students. Therefore, it is important to provide alternative strategies to increase students' reading comprehension in report text. In this study, the author uses the Question-Answer Relationship strategy which is applied in teaching reading to improve students' reading comprehension skills.

Diajeng Anggun (2017) in her research entitled "The Effect of Question Answer Relationship Strategy on Students' Reading Comprehension of Narrative Text at VIII Grade of SMP Muhammadiyah 4 Giri" explains that by using this strategy, students can learn and work in groups, so that this can trigger an increase in students' reading comprehension in text narratives. The results of this study also generally indicate that the use of the QAR strategy to teach reading comprehension in text reports is good. When this strategy is applied students are more active and cooperative in discussions (Anggun, 2017).

Supported by the previous research that conducted by Nurul Puteri Utami, with the title "Improving Students Reading Comprehension On Recount Text Using Question Answer Relationship Strategy (QAR)" shows that students'

reading comprehension problems in recount texts are solved using the QAR strategy. The QAR strategy can improve students' understanding of the general structure and linguistic features of recount texts. In other words, the Question and Answer Relationship (QAR) strategy improves students' reading comprehension of recount texts (Utami et al., 2020b).

In the two previous studies above, it can be seen that the QAR strategy can improve students' reading comprehension in narrative texts and recount texts. When this strategy is set, students become more active in cooperative discussions. In addition, the QAR strategy also increases students' learning motivation. The difference between the two studies and this research is that this research focuses more on the Implementation of the QAR strategy to improve students' reading comprehension skills in text reports that have not been studied in the two studies above. Thus, the researcher decided to conduct a study entitled "An Analysis Of Students' Reading Comprehension Skill On Report Text Using QAR Strategy"

1.2 Research Questions

Based on the problems, the research questions are formulated as follows:

- 1) How is the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text?
- 2) How are the students' perceptions of the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text?

1.3 Objectives of the Study

This study aims at analyzing the Implementation of Question Answer Relationship strategies to engage students' reading comprehension skills in

report text and examine two folded ideas: (1) To find out how the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text. (2) To find out how students perceive the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text.

1.4 Significance of the Study

The results of this study will contribute significantly to theoretical and practical area of developing strategies for teaching reading. Theoretically, this study presents the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text. In fact, this discovery can be made as a means for students to improve reading comprehension of report texts. For teachers, this research can contribute as one of the innovative teaching strategies that related to students' need to increase students' awareness of reading and have good reading comprehension ability.

1.5 Limitations of the Study

This study only focuses on analyzing the Implementation of Question Answer Relationship strategies in students' reading comprehension skills on report text. In this study, the researcher only focuses on students' perceptions and awareness of using of Question Answer Relationship strategies in students' reading comprehension skills on report text.. This study was limited to observing third-year junior high school students. Because based on the researcher's experience when carrying out PKL activities, the researcher found that many of the 9th-grade students had very low reading comprehension of

report texts. This reason is also strengthened by the existence of text report material which is taught in grade 9. In addition, researchers also see that this QAR strategy is also very useful for grade 9 students who have many school examination agendas.

1.6 Definition of Key Terms

To prevent errors, below are keywords to make it easier to understand this thesis :

1. Reading Comprehension: Reading comprehension is a concern for understanding to get detailed information using the interaction and interaction of written language and the reader's experience.
2. Report Text: Report text is a report in the form of text which presents information about something as it is or actually from the results of systematic analysis or research.
3. QAR Strategy: The Question Answer Relationship Strategy is a learning strategy that enhances students' understanding of reading content by training them to make connections between existing knowledge of the content of the text before reading with new knowledge after read the text to answer the questions. Students are trained to connect prior knowledge before reading the text with make questions related to the text to be read and trained to dig in depth information to find the appropriate answer with his/her questions. By asking questions, students are encouraged to make predictions about the possibilities that will be discussed in the reading text.

CHAPTER II

LITERATURE REVIEW

This chapter will discuss about the review of the theoretical study that consist of reading comprehension, report text, using Question Answer Relationship Strategy (QAR) in teaching reading comprehension on report text, the definition and the level of question in Question Answer Relationship strategy.

2.1 Reading Comprehension

The quality of a person's reading is determined by how well they understand the text they read. (Sarimanah, 2009: 147) This shows that reading comprehension is the most important part of reading. Even Turner (in Sarimanah, 2009: 147) argues that reading comprehension is the real goal of the reading process. Tomkin (2010: 257) also explains reading comprehension is "understanding the purpose of reading; it is why people read" Comprehension is the purpose of reading, that's why someone reads. Tompkins Plus (2010 : 257) states that Students must be capable of the meaning of the text to keep students interested in reading and must enjoy understanding what they read.

(Snow, 2002) states that reading comprehension is a process that combines two reading activities. these activities are quoting and searching for meaning Using things such as interactions involving written language. so it can be concluded that if someone does reading comprehension activities, then there are two on going activities. According to Shanahan (2006 : 28) reading comprehension is like filtering the meaning of information using knowledge as

well as active and dynamic thought forms. Reading comprehension is also a way to interpret information in the text that is being understood.

Moreover, Tampubolon (2000: 241) stated there are some factors that can determine students' reading comprehension abilities. The factors are includes (1) Reading habits, (2) Eye ability, (3) Linguistic competence, (4) Reading flexibility and (5) Reading techniques and methods. Meanwhile, Nurhadi (2001: 14) also determined that Reading is a complex process that influenced by several factors. The factors are internal and external factors (interrelated). These factors form a kind of coordination complex that supports reading comprehension. There are times when intellectual skills are required at certain stages of reading; and sometimes knowledge, experience, and perception are needed to analyze, synthesize, evaluate, or anticipate.

In addition, (Zuchdi, 2008:23-24) Johnson and Pearson also said that there must be several internal and external factors that affect the ability of readers' reading comprehension. The internal factors come from the reader himself, namely linguistic ability, interest, the reader cares about the reading that she/he is dealing with and the motivation of a reader (how much the reader cares about the task of reading or general feelings about reading). Meanwhile, the external factors are divided into two categories, there are reading elements and reading environment. Elements of the reading or textual characteristics, including the language of the text (difficulty in reading material) and the organization of the text (types of help available in the form of chapters and sub-chapters, arrangement of writing, and so on). The reading environment includes teacher preparation before, during, or after reading lessons, how students respond to assignments,

Hence, the external factors are divided into two categories, there are reading elements and reading environment. Elements of the reading or textual characteristics, including the language of the text (difficulty in reading material) and the organization of the text (types of help available in the form of chapters and sub-chapters, arrangement of writing, and so on). The reading environment includes these factors: teacher preparation before, during, or after reading lessons, how students respond to assignments.

(Zuchdi, 2008:23-24) also added intellectual abilities, general knowledge, and reading strategies as the factors that also determine readers' reading comprehension. Intellectual abilities can be used to relate facts in a text, so that readers can accurately draw conclusions regarding the contents of the text. In-depth knowledge is needed to help interpret the information in the text. The use of appropriate and effective reading comprehension strategies can affect reading comprehension.

Based on the several meanings of reading comprehension expressed by several authors above can be concluded that reading comprehension is an activity that allows readers to absorb reading information in detail using interactive activities involving written language. Hence, it can be seen that reading comprehension is not just an activity that translates written language into spoken language, reading comprehension has a deeper meaning than that. So, it can be seen that the purpose of reading comprehension itself is to make the reader acquire and have a detailed understanding of a text.

2.2 Report Text

Generally, report text is a type of text that discusses a cultural, social, and other phenomenon that occurs in the surrounding environment. This text presents information transparently and as it is obtained Using observation and in-depth analysis. Anderson (2003) confirms that a report text is a text that has the term information report to be discussed. Information report can be interpreted as discussions or coverage of information from the report text that will be discussed. Therefore, it can be interpreted that report text is a text that focuses on describing the shape, characteristics, and general characteristics of an object which can be in the form of humans, plants, animals, events and so on broadly and deeply.

The definition of report text in the Oxford Dictionary Edition 10 is text that has the function of providing broad information regarding an object, event or situation after observations and investigations have been carried out with various considerations. The information presented in this text is as it is without engineering. The content of this text is the result of analysis and also in-depth observation of the selected object which is carried out systematically and the facts contained therein can be scientifically proven.

Therefore, from some of the meanings of report text above, it can be seen that report text is a type of text that aims to provide information to readers regarding the results of a study. This text is one of the 13 types of text found in English. Moreover, text report also has a function to explain and describe something be it living things, objects, general phenomena, and so on.

Besides, some experts also explained the purpose of the text report such as a forum for conveying information or knowledge related to the results of a systematic analysis of an observation. Moreover, report text also aims to provide general information and knowledge (both artificial and scientific). Such as mammals, culture and custom, plants, various public facilities, the planet, and so on.

Besides having several purposes as mentioned above, report text also has several characteristics that distinguish it from other texts. This text is a type of text that conveys information. The characteristics of report text that make it different from other types of text such as in general, report texts use scientific language and general topic. Besides, all forms of statements contained in the report text are dominated by the use of the simple present tense. Otherwise to ensure that research results and research analysis are carried out scientifically, pictures or statistical data are generally presented with diagrams or maps.

In addition, linguistic features are also important for identifying texts based on genre. They are clues that can be recognized and important for understanding the text according to its genre. The linguistic features used in this text are, the text of the report uses common participants or topics. It can be used to provide detailed descriptions of things that normally need to be known in advance, and the second language feature is the use of the present simple. This means that in report text, time is used with current descriptions because the description in this text uses real things because they are in accordance with reality, practical, suitable for simple use of time used to express general truths.

Another characteristic of report text is this text is not chronological or no temporal sequence, so that in its construction there is no chronology that represents the sequence of events. This happens because this text only presented the descriptions of the topic, there is no chronology to show the sequence of events. While the characteristics of the sentences used in the report text are that they contain elements of the use of "being" and "have" clauses. Clauses "being" and "having" can strengthen the description or description used in the description.

According to Hammond (1992), linguistic features that can become markers in report text are the emphasis on generic participant characteristics, the use of the present simple to indicate "timeless" characteristics, to reduce information, and the use of verbs being and having rather than action verbs.

Another linguistic feature used in the report text is technical vocabulary. Technical vocabulary can also be found in the text of the report, as it provides a description of some of the above features, namely the use of long nominal groups to collect concise information data. This feature shows that the use of long vocabulary will result in clearer descriptions and explanations. So that the information received by the reader is also more complete .

The general structure of report text is the same as descriptive text. It only has two structures in common, namely general classification and description. General classification is a general statement describing the subject of reporting, its description and classification. Furthermore, description tells what phenomenon is being considered, in terms of parts, qualities, habits or behavior. This section in

general provides an overview of the phenomenon that occurs, both its parts, characteristics, habits and behavior.

2.3 Using Question Answer Relationship Strategy in Teaching Reading Comprehension on Report text

Here the researcher will discuss three points regarding the Using Question Answer Relationship (QAR) strategy in teaching reading comprehension on report text. The first three Points discuss the definition of the Question Answer Relationship (QAR) strategy, the second discusses the level of questions from the Question Answer Relationship (QAR) strategy along with examples, and the last discusses the steps for carrying out the Strategy of Question Answer Relationship (QAR)

2.3.1 Definition of Question Answer Relationship Strategy

The reading comprehension plan in this study used the Question Answer Relationship strategy (QAR) developed by (Tartaro & Ruddell, 2006). A QAR strategy is a design activity that classifies reading questions according to how they are answered and from which source (Raphael in Ruddel, 2005: 372).

This strategy is designed to make teaching and learning activities more effective and enable expected skill acquisition, especially when learning text comprehension. As Raphael said (Augstien, H. 2004) The purpose of the QAR strategy is to teach students to focus on contextual meaning. Also, encourage students to explain the information they got as they read. A QAR strategy can

improve a student's ability to answer questions, achieved Using a systematic method.

2.3.2 The Level of Question in Question Answer Relationship Strategy

According to Wiesendanger (2001: 108) the Question Answer Relationship (QAR) strategy has three levels of questions include:

A. Explicit text - "right there" (in the text): At this level, the answer is in the reading text, usually in the form of sentences within one sentence. This type of question has a literal level question level. an example of an explicit text is The answer is right there in the story. (In Indonesian it is usually called "Tersurat" example: Who?, What?, When?, Where?, How?)

b. Implicit Text – “think and search” (think and search): At this level, answers to questions can be found in the reading text, but questions at this level have a higher level of thinking than the first level. The answer is implicitly found in the paragraph or in the entire section. This type of question has a question level at the argument level. An example of implicit text is the answer is in the story but you have to search for it on different pages (In Indonesian it is usually called "Tersirat", examples: Summarize..., What caused....., How did....., Retell, Find the examples, etc).

c. Reading information and reader knowledge – “on my own”: requires students to reveal what they already know from reading and experience (prior knowledge) to formulate answers. This type of question has an Implementation question level and an assessment question level. An example for this level is: Tell your opinion about the story, How would you feel if ?, Have you ever ?.

The level of QAR questions has a great impact on a student's reading comprehension. Tompkins (2010: 267) describes the effectiveness of questions on reading comprehension. Their understanding is literal when they ask literal questions, but their understanding is at a higher level when students ask speculative, critical, and evaluative questions. Decide. When asked verbatim, the student's comprehension is limited to verbatim knowledge, but when the student asks speculative, critical, and evaluative questions that challenge comprehension, the student is at a higher level .

In addition, in learning this strategy can improve reading comprehension skills of Junior High School Students individually or in groups. Tompkins (2010: 452) describes the QAR strategy into five steps, namely:

a. Read questions

Students read the questions for the first time before they read the text. For example, when students are given a text, students will read the questions presented by the teacher regarding the existing text first and then read the existing text. This strategy can provide insight to students about what to look for and think about when reading

b. Understand QAR question levels

The students have to understand about QAR question levels. For example, before answering questions related to the text presented by the teacher, Students must be able to understand the level contained in the questions to answer questions

c. Reading reading text

Students read the reading text, while students read the text they have to think for the answers to questions that have been read before. For example, when students are asked questions about a text, students will read the question and then look for answers to existing questions by reading the text presented by the student teacher while thinking about answers to questions they have read before.

d. Answer the question

For example, before answering questions related to the text presented by the teacher, students read the questions again and determine where to get answers according to the QAR level and write down the answers.

e. Share answers

For example when students have answered all the questions related to the text given by the teacher, students will discuss and share answers with others

2.4 Previous Studies

The researcher collects several previous studies to strengthen the originality of the researcher's research.

This first research was conducted by Ade Sahbana Damanik and Herman (2021) with the title Improving Students Reading Comprehension Using Question Answer Relationship Strategy (QARS). The similarity of this study with the research conducted by the researcher is that they both use the QAR strategy in analyzing, describing, and developing students' reading comprehension. There are several points that distinguish this research from research conducted by researcher.

In this study, researcher used a quantitative strategy with a quasi-experimental design with a total sample of 20 students of class VIII SMP YPK Pematangsiantar by dividing the class into two groups, namely the experimental group and the control group. In addition, this research uses pre-test and post-test as research instruments. The difference between this research and research conducted by researcher is that researcher used qualitative research methods with a sample of 23 class IX students at Bani Hasyim Singosari Islamic junior high school. Then, the researcher used two instruments to analyze students' reading comprehension on report text Using QAR strategy and students' perceptions regarding this matter.

This second research is research conducted by Nira Erdiana Usman Kasim and Nadia Juwita (2017) with the title QAR Strategy Implementation for Reading Comprehension of Recount Texts in a junior high school in Banda Aceh. This study aims to determine the effectiveness of the QAR strategy in teaching reading comprehension of recount texts. While the research conducted by the researcher aims to find out how the students' reading comprehension of the report text is when the QAR strategy is implemented and how the students' perceptions of it are. This study used an experimental research design with a sample of class VIII junior high school, totaling 36 students. while the research conducted by the researcher used a qualitative research strategy with a case study design with a research sample of 23 students of class IX in junior high school. The research instrument for collecting data in this study was the pre-test and post-test. While research conducted by researcher using instruments in the form of observation and interviews.

This third research is research conducted by Ridha Rahmawati, Albert Rufinus, and Urai Salam (2013), with the title Improving Student's Reading Comprehension Of Recount Text Using Question Answer Relationship Strategy at a Hebat Islam Gontong Kubu Raya junior high school. This study aims to improve reading comprehension of recount texts by using a strategy, namely the Question Answer Relationship. While the research conducted by the researcher aims to find out how the students' reading comprehension of the report text is when the QAR strategy is implemented and how the students' perceptions of it are. This study used the Classroom Action Research strategy which consisted of 3 cycles with a sample of class VIII junior high school. while the research conducted by the researcher used a qualitative research strategy with a case study design with a research sample of 23 students of class IX in junior high school. The research instrument for collecting data in this study was the pre-test and post-test. While research conducted by researcher using instruments in the form of observation and interviews.

CHAPTER III

METHODOLOGY

In this chapter, the researcher will detail the research design, research samples, research instruments, data collection, and data analysis.

3.1 Research Design

In this study, researcher used a qualitative descriptive research with a case study design. In this study, researcher did not manipulate phenomena, everything that happened and existing phenomena would be observed and explained according to what happened (Creswell, 2014).

(Ishtiaq, 2019) also explains that descriptive research is used to describe existing phenomena. In qualitative descriptive research, there are no researcher who control the research variables. In this study, a qualitative descriptive study was used to analyze students' reading comprehension in report texts using the QAR strategy. Therefore, the researcher explores and examines the students' reading comprehension in the report text by using the QAR strategy without any manipulation.

3.2 Subject Of Study

In this study, the researcher used convenience random sampling where the researcher will selects participants who are qualified and willing to be invited to participate in research (Creswell, 2014).

This research will be conducted at the Islamic junior high school Bani Hasyim Singosari Malang. For this study, the researcher selected 66 grade nine students of

junior high school. From this population, the researcher took a sample of class IX at SMP Islam Bani Hasyim Singosari Malang, totaling 23 people. Because based on the researcher's experience when carrying out PKL activities, the researcher found that many of the 9th-grade students had very low reading comprehension of report texts. This reason is also strengthened by the existence of text report material which is taught in grade 9. In addition, researchers also see that this QAR strategy is also very useful for grade 9 students who have many school examination agendas. So, in this study, the researcher will conduct research with the title "An Analysis of Students' Reading Comprehension on Report Text Using QAR Strategy".

3.3 Research Instrument

In this study, researcher used two instruments to collect data. Creswell (2009) explains that in qualitative research, researcher collect data by conducting interviews and observations. In this study, the researcher will observe the reading learning activities carried out by the English teacher to analyze students' reading comprehension of the report text using the QAR learning strategy.

After observing students' reading comprehension, the researcher will conduct interviews with English teachers regarding how students' reading comprehension of report texts when the QAR strategy is applied. The researcher will also conduct interviews with 5 students to find out their perceptions of the Implementation of the QAR strategy in teaching reading comprehension in the reading class.

3.4 Data Collection

In this section the researcher will collect the data by observing the learning activities of English teachers. This observation was made to find out how the students' reading comprehension of the report text is when the teacher applies the QAR strategy in class. The researcher will follow the learning process carried out by the English teacher and record all the field data needed in this research.

Moreover, the researcher will conduct interviews with the English teacher regarding how the students' reading comprehension of the report text when the QAR strategy is applied. Apart from conducting interviews with the English teacher, the researcher will also conduct interviews with several students regarding students' perceptions of using the QAR strategy in learning reading comprehension.

Researchers will make observations from June 1, 2023, to June 18, 2023. In this observation, the research subjects are an English teacher and 23 class 9B students of Bani Hasyim Middle School. The researcher will observe the reading activities in class and will examine the teaching and learning process carried out by the English teacher. For interviews, the researcher will interview on June 5 2023 where the subjects of this interview are the English teacher and five students of class 9B Bani Hasyim Middle School. The interview that will be conducted by the researcher is a face-to-face interview to obtain detailed data and information

3.5 Data Analysis

All data obtained from observations and interviews will be analyzed Using several stages. Namely data reduction, data display, and data verification (conclusion drawing) (Sugiyono, 2006).

1. Data Reduction

In this section, all data obtained will be selected and summarized in advance with the aim of obtaining important data with good quality. This stage makes it easy for researcher to obtain the necessary data. This stage can also be referred to as the data separation stage where all data from observation and interviews will be summarized and focused.

2. Display Data

After all important data and necessary data have been collected, the next step is displaying the data. In qualitative research, researcher can present data in various forms such as explanations in narrative form, brief descriptions, charts, flowcharts, and so on. The results of the data that has been reduced in the previous stage will be presented in the forms above so that it is easily understood and presented by the researcher.

3. Conclusion Drawing/Verification

After the observation and interview data related to students' reading comprehension analysis of report texts Using the QAR strategy have been reduced and displayed in the two previous stages, the researcher will then conclude the data and answer the research questions in this study.

After going Using the three processes previously mentioned, the researcher will carry out the data validation process Using the data triangulation process. Data validation is needed to get the right and reliable data. The data triangulation process can be carried out by combining all the data obtained from observations and interviews related to the analysis of students' reading comprehension on report text Using QAR strategy. In the following below, the researcher will present a table related to the data analysis stage that will be carried out in this study:

CHAPTER IV

FINDING AND DISCUSSION

In this chapter will discuss the results of research conducted by researcher entitled An Analysis Of Students' Reading Comprehension Skill On Report Text Using Question-Answer Relationship Strategy.

4.1 Finding

In this section, the researcher described the results of this study in order to answer the 2 research questions that existed in this study. In the first part, the researcher described the results of observations and interviews with English teachers regarding how the Implementation of Question Answer Relationship Strategies improves students' reading comprehension skills in report text. Meanwhile, in the second part, the researcher discussed how are students' perceptions of the Implementation of the Question Answer Relationship strategy to improve students' reading comprehension skills in report text.

4.1.1 The Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text

In this point, the researcher discussed the results of observations and interviews with English teachers about the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text. When this observation was carried out, the researcher

found several students who could understand the material well and there are a few students who did not understand this learning strategy. The English teacher also explained to the researcher that there were some difficulties that the teacher felt when the QAR strategy was used.

The English teacher said :

“This strategy is actually very good if used for grade 9 students in developing students' reading comprehension. In my opinion, this strategy can not only make it easier for students to answer reading questions, for example, such as text reports, but can make it easier for students to understand all of the reading. The difference in the ability of students to other students is my main problem in implementing this strategy”

This English teacher stated that the problem with this strategy when applied in class was the imbalance in the abilities of each student. Sometimes when the English teacher has explained the materials to the end of the learning, there are still some students who have not been able to understand the material and follow the steps of the English teacher's explanation. To overcome this problem at the end of the lesson, the English teacher usually briefly reviews the material, and then the English teacher instructs her students to write the important points of the discussion that has been discussed. When the English teacher has asked students to write the points explained by the English teacher, it is easy for students to catch up on discussions that were left behind before, and not miss the next steps in this reading comprehension learning strategy. It makes the Implementation of

Question Answer Relationship Strategy more effective in learning reading comprehension of report text.



Picture 1: The English teacher explains about the report text

This can be supported by the results of the observation in teaching learning reading comprehension of report text, and interview with the English teachers at the Bani Hasyim Singosari Junior High School, in Malang Regency on June 01, 2023. At the first meeting during the observation, the researcher observed that before applying the QAR strategy, the English teacher reviewed students regarding the previous discussion. Then, students were required to read the story questions that contained in the report texts. In this meeting, the English teacher explained the theories regarding report text, such as the meaning of the report text, characteristics, generic structure, and also the language features that used in the report text.

While the English teacher explained the materials regarding report text, she gave several examples of report texts for students and asked them to identify the purpose of the report text, the general structure, the language

features of the report text, as well as the characteristics of the report text. Because the teacher explained the materials of the report text clearly, the researcher found that all students could identify and explain the points of the



report text above well.

Picture 2 : Students are taking notes on QAR material

After discussing and analyzing the report text, the researcher found that the English teacher explaining the rules of QAR strategy and the level of the questions that contained in this strategy. The question concerns three levels of questions from the Question Answer Relationship (QAR) method. The first three levels of questions are Explicit text, the second is Implicit text and the last is Reading information and reader knowledge. At the end of the lesson during the first observation, the English teacher instructs students to learn about the theory of report text and the level of questions from the Question Answer Relationship strategy.

Furthermore, the researcher made a second observation on June 03, 2023. Before the English teacher continued the previous discussion, the English teacher carried out activities that are usually done, such as taking student attendance one by one and reviewing the previous discussion

regarding the definition of report text and several levels of questions from Question Answer Relationship strategy.

After reviewing the discussion that was previously carried out during the first observation, the teacher provides a report text along with the questions. After that, the teacher carried out the learning process by using the rules of the QAR strategy. Here, the students read the questions first before they read the text. After the students read the questions given by the English teacher, the English teacher asked the students to guess the level of the text based on what had been discussed in the previous meeting. The English teacher told the researcher that this strategy can provide insight to students about what to look for and think about when reading.

While students able to understand the level contained in the question to answer question. The English teacher asked the students to read the report text. While students read the text, they have to think of the answers to questions that have been read before. When students are asked questions about a text, students will read the question and then look for answers to existing questions by reading the text presented by the English teacher while thinking about answers to questions they have read before.

Eventually the English teacher directs students to answer the questions. Before answering questions related to the text presented by the English teacher, students read the questions again and determine where to get answers according to the QAR level, and write down the answers. After all the students have answered the questions related to the text given by the teacher, students discussed and shared their answers with others. In the post

activity section, the English teacher gave assignments to students to find a report text and then make questions based on the three levels of the QAR strategy and answer the questions they have made. At the end of the lesson, the teacher reads a prayer together with the students and closes the class with a greeting.

According to the English teacher, the Implementation of the Question Answer Relationship Strategy can help students improve their reading comprehension skills. When QAR strategies are applied, students' curiosity and learning motivation increase and enrich students vocabularies. In the interview conducted, the teacher explained:

(“There are many benefits from this QAR strategy, especially in improving students' reading comprehension in the ninth grade of junior high school. This strategy can make it much easier for students to understand the contents of the text. Not only for answering questions during exams, but this QAR strategy can understand the entire text easily”.)

(“In my opinion, the implementation of this strategy in learning students' reading comprehension of report text is quite easy because its Implementation is easy to understand and simple”)

(“This Question Answer Relationship (QAR) learning technique helps students in learning report texts. Report text has a general structure, characteristics, and linguistic features. With the Implementation of the QAR strategy, with the Implementation of the QAR method, students can easily understand the entire text of the report text and be more independent.”)



Picture 3 : Researchers conducted interviews with English teacher

Based on the English teacher's explanation during the interview, the researcher concluded that this question-answer strategies can facilitate students in improving reading comprehension, especially in the report text. Moreover, this QAR strategy can improve students' reading comprehension skills, and students become more aware of the details of the contents of the text, general structure, characteristics, and linguistic features of report text. Therefore, this strategy can help students to find details of the contents of the report text such as characteristics, linguistic features, and structure of the text.

In addition, QAR strategy also helps students who have low reading comprehension skills. Hence, when this strategy is applied, many students who have low reading comprehension skills are able to understand the contents of the text easily and students begin to be interested in improving

their reading comprehension skills, especially in report texts. The English teacher said:

“In my opinion, all students have met the indicators listed in the existing observation checklist. When I applied the QAR learning strategy, students were able to find and identify the purpose of the report text provided, its generic structure, characteristics, linguistic aspects used in the report text, as well as the detailed contents of the text. On the other hand, the students were also able to answer questions about the report text quickly like never before. Meanwhile, before I applied this strategy, the students found it difficult and took a long time to understand the contents of the text. It's hard to understand, especially when answering questions during exams.”

Based on the explanation above, it can be seen that the students succeeded in meeting the standard of indicators of students' reading comprehension in the report text. This is evidenced by the fulfillment of all the observation checklists listed on the research instrument and the English teacher's interview answers that have supported the data.

After everything that has been examined by the researchers, the researchers found that the lessons taught by the English teacher were repeated exercises to students. Exercises taught by English teachers repeatedly are useful for instilling habits in students to acquire skills, dexterity, opportunities, and speed. These skills can be mastered with the habits that have been built in students. The skills referred to by researchers in this study are skills in making and understanding the level of questions in the QAR

(Question Answer Relationship), namely Explicit, Implicit, and Reader Knowledge.

Based on the findings of the researchers above regarding the learning carried out by the English teacher, the researcher concluded that the method taught by the English teacher used the drilling method. Based on the opinion of J.J. Hasibuan and Moedjiono (2000: 6). The drill method is the provision of repeated training to students in order to acquire a certain skill. In line with this opinion, based on the opinion of Syaiful Sagala (2006: 61), describes the meaning of the drill method, which is a good way of teaching to instill habits in students to acquire skills and speed. These skills can be mastered with the habits that have been built in students.

Based on the opinion of Suyanto & Asep Jihad (2013: 131), explains what skills can be developed through the drill method, including: motor skills through the use of musical instruments, sports, arts, and training mental skills. Through the repetition given, students will increasingly master the skills learned. Almost the same as the opinion above, then the opinion of Syaiful Bahri Djamarah & Aswan Zein (2002: 87), explaining that the drill method is very suitable for developing students' skills both physically and mentally. Through repeated practice a skill can be mastered step by step until the skill can be mastered as a whole.

Based on the various opinions of various experts above, it can be emphasized that the drill method is a method that is carried out or applied by giving exercises to students repeatedly until certain skills can be mastered.

This method emphasizes the habits acquired through the exercises carried out so that the mastery of these skills is growing and can eventually be mastered properly. With the drilling method carried out by the English teacher in class, the researchers revealed that this drilling method can help students understand reading comprehension, especially report texts using the QAR strategy.

With the drilling method carried out by the English teacher in class, the researcher revealed that this drilling method can help students understand reading comprehension, especially students who still have low reading comprehension using the QAR strategy, and this drilling method can help students understand the steps of the QAR strategy, especially at the level of questions in the QAR strategy such as explicit, implicit, and reader knowledge.

4.1.2 The Students' Perceptions toward the Implementation of The Question Answer Relationship in Learning Reading Comprehension of Report text

In this section, the researcher discussed the results of interviews with 5 grade 9B students at Bani Hasyim Singosari Middle School. Here, the researcher interviewed students about students perceptions of the Implementation of the Question Answer Relationship strategy in learning reading comprehension of report texts. Based on the interview data that was obtained from the researcher, the researcher found that this strategy received a positive response from students. According to the students, this strategy can change their enthusiasm and interest in learning English, especially in

learning reading comprehension of report texts. All students can also improve their reading comprehension and make it easier for them to understand the contents of the report text.

1. Question : *(Do you have high learning motivation when the teacher applies the QAR strategy in learning reading comprehension in text reports?)*

Based on the answers from students during the interview, the researcher summarized that students had high enough motivation when this QAR strategy was applied in learning English reading comprehension, especially in report texts. Besides, the students also stated that this QAR strategy can improve students' reading comprehension, especially in report texts. They have learning difficulties when Question Answer Relationship strategy in learning reading comprehension is applied. The following are their difficulties when the QAR strategy is applied in learning reading comprehension in report texts.

2. Question: *(Are there any difficulties that you face when this QAR strategy is applied by the teacher in learning reading comprehension in text reports?)*

Based on students' explanations from the interview, the researcher concluded that the average difficulty of the students regarding the QAR strategy in learning students' reading comprehension in the report text was the lack of vocabulary of each student. The lack of vocabulary of each student makes it difficult for them to understand the meaning of the entire text. For this reason, it is the same as what was discussed by the teacher when the researcher interviewed the English teacher about the difficulties of learning students' reading comprehension, such as the lack of vocabulary for each

student who wants to improve their reading comprehension skills, especially in report texts. So, here are their ways to overcome those problems:

3. Question: (How do you overcome the difficulties of the QAR technique?)

Because the main problem of students is the lack of vocabulary towards reading comprehension skills, therefore most of them have to overcome this problem by increasing their vocabulary in order to improve their own reading comprehension skills. One of them has an effective way to increase their vocabulary, such as getting used to bringing a dictionary to school so that it is easier to find difficult vocabulary and not getting used to using Google translate in order to get used to not always getting used to translating the vocabulary that is considered instant difficult.

Then, the researcher interviewed students regarding their agreement questions regarding the Implementation of this QAR teaching technique if applied by the teacher in order to improve student's reading comprehension abilities. The following are the response from the question

4. Question : (Do you agree that this QAR strategy is applied by the teacher in learning reading comprehension in report text?)

Based on the interviews above, the researcher found that all students agreed regarding the Implementation of the QAR strategy in improving students' reading comprehension skills. All students agree with this strategy because this strategy can make it easier for them to understand the contents of the text they read. When this strategy are applied by the teacher, the students' reading comprehension of report text were improved.

5. Question : (Do you have better reading comprehension when this QAR strategy is applied by the teacher in learning reading comprehension in text reports?)

The researcher stated that this QAR strategy in improving students' reading comprehension skills can make students have better reading comprehension abilities than before. According to the students, they have more reading comprehension skills than before because this strategy is quite simple and not complicated. So they can understand more easily than before. Next, the researcher discussed the interview questions regarding student understanding in report texts using the QAR strategy.

6. Question : (Can students identify and understand the purpose of the report text when the teacher applies the QAR strategy in learning reading comprehension of the report? report text?)

Based on the interviews that conducted by researcher with students, the researcher determined that even though each student had difficulties when the teacher implemented this QAR strategy, they could identify and find out the purpose of the text. The researcher caught this because the students there did not like complicated strategy. They prefer an easier way to solve their problems, for example, the Implementation of this QAR strategy in improving students' reading skills, especially in the report text. With this QAR technique, they can understand the text and identify it quickly and easily.

7. Question : (Does the Implementation of the QAR strategy in learning reading comprehension of report texts help to understand the characteristics of report texts well)

According to these students' perspectives, they stated they were all quite easy to understand the characteristics in the report text. They say this strategy can make it easier for them to understand what the characteristics are in the text of the report. In addition to characteristics, they can also understand the linguistic aspects of the report text using this QAR strategy. This is reinforced by the researcher's interview with the students:

8. Question : (Does the Implementation of the QAR strategy in teaching reading comprehension of report texts help to understand the linguistic aspects of report texts well?)

With these students' reasons, the researcher concluded that all students could understand the linguistic aspects in the report text because they found a lot of new vocabulary so that they could broaden their vocabulary more broadly. Based on their difficulties with this strategy or strategy, namely the difficulty in interpreting new vocabulary. In addition, they can also understand the content and general structure of report texts using this strategy. This is reinforced by the interviews conducted by the researcher:

9. Question : (Does the Implementation of the QAR strategy in learning reading comprehension in report texts help to understand the details of the contents of the text and the general structure of the text well?)

With the results of interviews conducted by the researcher regarding the effect of this QAR strategy in helping to understand the details of the text

content and structure, the researcher found that all students could understand the details of the content and structure of the report text. In a simple and easy-to-understand way, they become more aware of understanding report texts using the QAR strategy. They say this because they like this QAR strategy. This can be proven below through interviews with researcher towards the students below:

10. Question : (What are the things that make you like and excited when the teacher applies the QAR strategy in learning reading comprehension of report texts?)

After asking about students' interests, the researcher found that students liked and were interested when the English teacher applied this strategy in teaching reading comprehension in report texts. According to them, this strategy is a strategy that is easy for them to master so they are excited and more interested in learning English than before. Furthermore, the researcher will ask about their dislike when the English teacher applies the QAR strategy in a class.

11. Question : (What are the things that make you dislike and unenthusiastic when the teacher applies the QAR strategy in learning reading comprehension of report texts?)

Based on students' opinions regarding the Implementation of the Question Answer Relationship (QAR) strategy in learning reading comprehension in report texts, they all had positive comments regarding the Implementation of this strategy. Students like this strategy because this strategy provides new insights for students to find easier ways to understand a

text. With this QAR technique, students can also overcome their difficulties in English such as lack of vocabulary and difficulty understanding reading. This strategy makes students motivated to learn English and more eager to explore it.

4.2 Discussion

In this section, the researcher discussed the discussion of the research that has been carried out by the researcher. Firstly, the researcher discussed a discussion regarding the results of the observation checklist and the results of interviews with the English teacher regarding “How is the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text?” Secondly, the researcher discussed a discussion related to "How are student's perceptions of the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text?"

4.2.1 The Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text

After the researcher carried out the stages of observation to observe how students' reading comprehension of the report text when the teacher applied the QAR strategy, the researcher found that when the teacher implemented the QAR strategy in the learning process, students' reading comprehension of the report text increased. This is evidenced by the results of the observation checklist that has been fulfilled by students and teachers and the interview answers from the English teacher who teaches the class.

Moreover, the researcher realized that after making observations, the English teacher had carried out the stages of the learning process following the lessons plan that was arranged in the attached observation checklist. At the beginning of the lesson (pre-activity), the teacher greets the students, takes student attendance one by one, motivates students, explains the learning rules and existing learning objectives, and brainstorms students by asking students questions related to report text material (such as the definition of report text, the purpose of the report text, the characteristics of the report text, the linguistic aspects of the report text, and the generic structure contained in the report text).

Apart from that, the main activities contained in this study have also followed the lesson plan procedures contained in the existing lesson plans where the teacher provides a report text which is accompanied by several questions related to the existing text. After that, the teacher distributed the text and questions to the students and asked them to read the questions that had been provided. Next, the teacher will introduce and explain the stages of questions in QAR. When the teacher explained in detail the meaning of QAR and QAR learning rules, the researcher found that the students paid close attention to the teacher's explanations and directions. They understand the levels of thinking in QAR that they need to be able to answer the questions provided.

After the teacher made sure that the students understood the learning rules well, they were asked to read the report text provided while thinking about the answers to the questions they had read before. Then, the students read the

questions again and answered the questions based on the existing QAR level, and recorded the answers to the questions. Next, students were asked to present their answers and explain how they could get these answers based on their QAR understanding. Then, students and teachers discuss with each other the correct answers to the questions. The teacher ensures that students understand the reading with comprehension questions in QAR. In the post-activity, the teacher and students summarize the learning outcomes that have been undertaken at this meeting and read a prayer together to close the lesson.

The stages of the reading comprehension on report text learning process that has been carried out by the English teacher above are also in line with the stages of the QAR learning process contained in research conducted by Nurul Ilmiatus Sholichah (2015) entitled “The Implementation Of Question-Answer Relationship Strategy (QAR) In Teaching Reading For Narrative Text For Tenth Grade Of MAN Mojokerto”. When implementing the QAR strategy to teach narrative text reading, the teacher followed all the procedures laid out by Raphael in Crist. There are three stages in teaching reading. They read before, while reading, and after reading. These are consistent with the theory of Abbot et.al (1981). Before reading, the teacher presents the QAR one by one to the students to familiarize themselves with the rule before applying it to reading activities.

In the research above, the researcher found that the research above used the Conventional teaching method / Lecture Method. According to Wirabumi, (2020) the lecture method is one of the traditional teaching methods that has been used the longest in the teaching and learning process from the

elementary to tertiary levels, given its very practical and efficient nature for teaching models with a large number of materials and students. It can be said that everyone who has received formal or non-formal education or participated in teaching and learning activities at school or other places must have understood and felt this teaching method. This method can be used to overcome the scarcity of literature or information reference sources because the purchasing power of students is out of reach. However, this method also has some advantages and disadvantages.

By using the lecture method, that research can assist teachers in facilitating learning in the classroom and can assist students in understanding teacher explanations. However, this method has weaknesses because it makes students passive, and sleepy because there are no clear achievement points, and the teaching process becomes verbalism or focuses only on understanding words.

With the drilling method examined by researchers in this study, researchers suggest that in implementing the QAR strategy it is more suitable to use the drilling method rather than using the lecture method. Because this drilling method can help students to be more active and during the learning process students are not sleepy. With this drilling teaching method students find it easier to understand reading using the QAR strategy.

Based on the opinion of the researchers above, it can be strengthened by research conducted by Gustia, Dian (2018) with the title Teaching And Learning Reading Comprehension Through Question Answer (QAR) Strategy To The Second Semester Of Eight Grade Students Of MTS Assalam Tanjung

Sari Lampung Selatan In The Academic Year Of 2017/2018. In this study, the implementation of the Question Answer Relationship strategy was not effective because the English teacher used the lecture method in which the English teacher implemented this strategy by lecturing or conveying information orally to students.

Time management is also a problem in the research above. Because the English teacher's explanation is too long, the explanation of the material takes longer and takes a lot of time, so students get bored and sleepy. By using the lecture teaching method teaching-learning processes in the class were not running well. it could be seen by the teacher did not complete the QAR steps based on Margareth's (2015), procedure of teaching and learning by using QAR. There were some weaknesses on several sides and there were some problems faced by teachers and students. On the other hand, the classroom atmospheres in teaching and learning reading comprehension by using QAR where some students looked active in learning reading comprehension by using QAR. But, some of them looked less responsive and did not have motivation.

Hence, Ade Sahbana Damanik and Herman (2021) in their research entitled “Improving Students Reading Comprehension Using Question Answer Relationship Strategy (QARS)” proves that the QAR strategy has a lot of positive impact on students' reading comprehension skills. This strategy can develop students' reading comprehension of reading and has a positive influence on students' performance in understanding and answering the questions provided.

In answering the questions provided in the text, students will answer these questions by referring to the levels of thinking in QAR and the level of questions in QAR. This is also in line with the results of the observation checklist for indicators of QAR strategy on students' reading comprehension of report texts that have been completed by the students, as well as the English teacher's interview answers that support the fulfillment of the existing observation checklist.

When observing the learning process, the researcher also found that students were able to understand the levels of questions contained in the QAR strategy as described by Wiesendanger (2001: 108) in chapter II. The Implementation of this strategy helps the students to understand how to answer questions at the explicit question level (students will identify and answer easy questions, usually answers to questions 5W + 1H), questions at the implicit level (where students must look for answers to existing questions by reading, and think more than the previous level. This level addresses questions such as causal questions), and reading information and personal knowledge questions (where students will identify and answer questions by combining information obtained in reading texts with the knowledge or experience possessed by students to obtain a high level of thinking such as answering questions what students know from reading topics and other information they know, their experiences and impressions regarding reading topics, or their opinions about topics in reading).

Based on the results of the observation checklist and the teacher interviews, the researcher concluded that the Implementation of the QAR

strategy in learning reading comprehension on report text can improve students' reading comprehension of report text as evidenced by the fulfillment of the observation checklist for indicators of QAR strategy on students' reading comprehension of report text, observation checklist of students' reading comprehension ability on report text, and observation checklist for the procedure of QAR strategy in lesson plans. The interview answers from teachers also prove that the implementation of the QAR strategy has a good influence and can improve students' reading comprehension in report text, student performance in understanding and answering questions quickly and accurately, as well as increasing learning motivation and student interest in following the learning process well.

4.2.2 The Students' Perceptions toward the Implementation of The Question Answer Relationship in Learning Reading Comprehension of Report text

Based on the results of interviews that the researcher conducted with several grade 9 students of Islamic Junior High School Bani Hasyim Singosari Malang regarding their perceptions of the Implementation of the QAR strategy in learning reading comprehension on report text, the researcher found that all students had a positive perspective on the Implementation of the QAR strategy in the learning process. They all agreed that this strategy was able to improve students' reading comprehension of report texts and brought a big influence on the reading comprehension learning process.

The students acknowledged that when the QAR strategy was applied by the teacher in learning reading comprehension of report text they had high

motivation and interest in learning. They feel that this strategy helps them predict answers, understand the information contained in the text, and answer long questions without having to read the entire text over and over again.

However, when implementing this strategy, students admit that there are some difficulties they experience. The majority of students are had limitations in vocabulary mastery. The limited vocabulary that students have greatly affected the ability of students to understand the meaning contained in the text and the fluency of students in answering questions related to the text. In addition, the students explained that the limited vocabulary made it difficult for them to answer the highest level of questions such as the reader knowledge question level when students were asked to make their conclusions from the text presented, the message contained in the text, the conclusion of each paragraph, and so forth. These difficulties can be solved by students by looking for foreign vocabulary in the dictionary, asking the teacher, and asking other students who have more vocabulary mastery.

Ridha Rahmawati, Albert Rufinus, and Urai Salam (2016) entitled "Improving Student's Reading Comprehension Of Recount Text Using Question Answer Relationship Strategy" explains that when this strategy is applied, students' reading comprehension of recount text increases. This previous research explains that the Implementation of the QAR strategy in teaching reading comprehension of report texts has a positive impact on students.

This is in line with the results of student interviews which explained that they liked the Implementation of the QAR strategy in the learning process,

especially in learning reading comprehension of report texts. This strategy helps students to find the meaning of a passage without having to read too much. Before this strategy was applied, most of the students had low motivation to read. So that when asked to answer several questions accompanied by reading in English, students felt lazy and answered these questions at random. This of course greatly affects the level of reading comprehension possessed by students.

The Implementation of the QAR strategy in the learning process of reading comprehension can improve student's reading comprehension skills on report text. When this strategy is implemented, students become more interested in reading English texts. This is also affects reading interest and students' interest in understanding the meaning of reading from a text.

In addition, the students also explained that the levels of questions and steps in the QAR strategy made it very easy for students to grasp the meaning of the reading and find answers to all levels of questions easily. The students no longer need to read the text repeatedly and spend their time in vain to get the answers needed.

Hence, the results of the interviews with the students also show that when the teacher applies this strategy, the student's reading comprehension of the report text increases. This is also supported by the results of the observation checklist which shows that after the strategy is implemented, students can identify and capture the purpose of the provided report text, understand the characteristics and existing language features, and understand the identification as well as general classification section of the report text.

This is evidenced by the results of observations which show that apart from being able to identify and understand the points of the report text as explained in the previous discussion, during the learning process, the researcher found that students could make levels of questions from the text given by the teacher. So, besides successfully answering the various levels of questions given, students can also make questions that are appropriate to the level of questions in the QAR strategy. They can create explicit questions and answers, implicit questions and answers, and reader-knowledge questions and answers.

From all the explanations above, it can be seen that the Implementation of the QAR strategy can improve student's reading comprehension skills and provide positive impacts and many benefits to students' reading comprehension. This has been proven through student interview answers which have been explained in the previous results and discussion sections.

CHAPTER V

In this section, the researcher presented the final conclusions of this research and suggestions from this thesis entitled "An Analysis of Students' Reading Comprehension Skill on Report Text Using Question-Answer Relationship Strategy".

5.1 Conclusion

Based on research conducted by researcher. Researcher found that the Question Answer Relationship (QAR) strategy is more suitable for using the drilling learning method rather than the direct method. The use of the drilling method in implementing the QAR strategy can further improve students' reading comprehension. With this method students can better understand the report text material using the QAR strategy. With repeated exercises, students understand more about the material explained by the English teacher. The drilling method can also make students not easily bored and sleepy in class.

If the English teacher uses the direct learning method or lecture method in the QAR strategy, the English teacher will need quite a long time to explain the material. Because it takes a long time to explain the material, students will quickly get bored and sleepy. Therefore the direct method or lecture method is not suitable for implementing the QAR strategy on students.

With the findings of the researchers above, it can be concluded that the drilling method is more suitable to be implemented for the Question Answer Relationship (QAR) strategy. Because this drilling method can help answer the 3 levels of questions in the QAR strategy, namely explicit text, implicit

text, and reading information / reader knowledge. By mastering these 3 levels of questions, it will be easier for students to understand reading easily and be able to answer story questions such as report texts quickly and without rambling.

Furthermore the results of observations and interviews with teachers and students, the researcher found that when the QAR strategy was applied by the teacher in learning reading comprehension of report text, students' reading comprehension skills increased.

This is also supported by the fulfillment of the three existing observation checklists (Observation checklist for indicators of QAR strategy on students' reading comprehension of report text, observation checklist of students' reading comprehension ability on report text, and observation checklist for the procedure of QAR strategy in lesson plan), and interview answers from English teachers and students who stated that the implementation of the QAR strategy had many positive impacts and was able to improve their reading comprehension skills on the report text they had.

The Implementation of this strategy in learning reading comprehension of report text really helps students understand the detailed information contained in report text. This strategy makes it easier for students to understand the meaning of report text quickly and accurately through the stages of thought and the levels of questions contained in the QAR strategy without having to read the text in its entirety and repeatedly. The Implementation of this strategy, especially in class 9 Junior High School, is very helpful for students in answering questions about the report text that distributed by the teacher.

They can easily identify the types of questions that exist and understand how to find answers to existing questions by referring to the level of thinking and the level of questions contained in the QAR strategy. .

5.2 Suggestion

This study only focuses on analyzing students' reading comprehension of report text through the use of the QAR strategy applied by the English teacher. For further research, it is recommended to apply and take advantage of the good impact of this QAR strategy in other language fields such as writing, listening, and also speaking. In addition, in this study the researcher only limited the research subjects to 9th grade junior high school students, further research could focus on research at other levels of education.

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Appendix 1 The letter of permission for doing the research



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17 April 2023

Kepada
Yth. Kepala SMP Islam Bani Hasyim Singosari
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan
Ta'dris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK)
Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan
hormat agar mahasiswa berikut:

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Tahun Akademik : Genap - 2022/2023
Judul Proposal : An Analysis of Students Reading
Comprehension Skill on Report text
Through Question - Answer Relationship
Strategy

diberi izin untuk melakukan survey/studi pendahuluan di lembaga/instansi yang
menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan
terima kasih.

Wassalamu'alaikum Wr. Wb.


Rekan,
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Tembusan :
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2. Arsip



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Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

Kepada

Yth. Kepala SMP Islam Bani Hasyim Singosari
di
Kabupaten Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Muhammad Zidane Baihaqi
NIM : 19180062
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2022/2023
Judul Skripsi : **An Analysis of Students Reading Comprehension on Report Text Using Question-Answer Relationship**
Lama Penelitian : Juni 2023 sampai dengan Agustus 2023 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dr. Dekan,
Wakil Dekan Bidang Akademik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 2 The Instrument Validator



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id, email : fitk@uin_malang.ac.id

Nomor : B-444/Un.03/FITK/PP.00.9/06/2023 15 Juni 2023
Lampiran : -
Perihal : Permohonan Menjadi Validator (Ahli Instrumen)

Kepada Yth.
Harir Mubarok, M.Pd
di -
Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Muhammad Zidane Baihaqi
NIM : 19180062
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : An Analysis of Students' Reading Comprehension Skill
On Report Text Using Question-Answer Relationship
Strategy
Dosen Pembimbing : Dr. Hj. Like Raskova Octaberlina, M.Ed

maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A. by
NIP. 197308232000031002

INSTRUMEN VALIDATION SHEET

"AN ANALYSIS OF STUDENTS' READING COMPREHENSION SKILL ON REPORT TEXT USING QAR STRATEGY"

Validator	Harir Mubarak, M.Pd
NIP	197110142003121001
Instance	UIN Maulana Malik Ibrahim Malang
Validation Date	14 June, 2023

A. Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this part, please give a score on each item using (v) with the scale as follows:

- 1 = Very poor
- 2 = Poor
- 3 = Average
- 4 = Good
- 5 = Excellent

2. Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1	The research instrument is in accordance with the research objective.					✓
2	Research instrument using communicative language.				✓	
3	Research instruments are able to dig up the information needed.					✓
4	Research instrument using the correct punctuation.				✓	
5	Research instrument does not cause Misunderstanding.				✓	
6	Research instrument clear and easy to understand.				✓	

D. Suggestion and Comment

Malang, June 14th, 2023

Validator



Harir Mubarak, M.Pd

NIP. 1971101420031210

Appendix 3 The result of documentation of this research





RESEARCH INSTRUMENT

A. OBSERVATION

In this section, there are three observation checklists that needed to analyze students' reading comprehension in the report text when the teacher applies the QAR strategy. The three observation checklists are observation checklist for indicators of QAR strategy on students' reading comprehension of report text, observation checklist of students' reading comprehension ability on report text, and observation checklist for the procedure of QAR strategy in lesson plan.

Observations in this study will be carried out in 2 meetings, from 01 June to 18 June 2023. Here, researchers will witness the student learning process during 2 meetings to understand and find information, understanding, and in-depth investigations regarding how students' reading comprehension in report text when the QAR strategy is applied, and students' perceptions of the implementation of the strategy in learning reading comprehension of report text.

1. Observation checklist for indicators of QAR strategy on students' reading comprehension of report text:

NO	Aspect	Description	Yes	No
1	Make Explicit Questions	a. Students can make one explicit question along with the answer according to the reading text correctly. b. Students can make one question and answer according to the reading text correctly but not an explicit question. c. Learners can make one explicit question.	√ √ √	

		d. Learners cannot make explicit questions and answers.	√	
2	Create Implicit Questions	<p>a. Students can make one implicit question along with the answer according to the reading text correctly.</p> <p>b. Students can make one question and answer according to the reading text correctly but not an implicit question.</p> <p>c. Students can make one implicit question.</p> <p>d. Students cannot make implicit questions and answers</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	
3	Make Questions related to Reading Information and Personal Knowledge	<p>a. Students can make one question reading information and personal knowledge along with the answers according to the reading text correctly.</p> <p>b. Students can make one question and answer according to the reading text correctly but not questions reading information and personal knowledge.</p> <p>c. Learners can make one question Reading information and personal</p>	<p>√</p> <p>√</p> <p>√</p>	

		knowledge. d. Learners cannot make questions Reading information and personal knowledge along with answers.	√	
--	--	--	---	--

2. Observation checklist of students' reading comprehension skill on report text:

No	Indicators	Yes	No
1	The Purpose of Report Text <ul style="list-style-type: none"> • A forum for conveying information or knowledge related to the results of a systematic analysis of an observation. • To provide general information and knowledge (both artificial and scientific). 	√ √	
2.	The Characteristics of Report Text <ul style="list-style-type: none"> • The report texts use scientific language • Dominated by the use of the simple present tense • Uses a general topic • Pictures or statistical data are generally presented with diagrams or maps 	√ √ √ √	
3.	The Linguistic Features of Report Text <ul style="list-style-type: none"> • Uses common participants or topics • Use of the present simple 	√	

4.	<ul style="list-style-type: none"> • Use technical vocabulary 	√	
	The Generic Structure of Report Text <ul style="list-style-type: none"> • General classification • Description 	√ √	

3. Observation checklist for the procedure of QAR strategy in lesson plan:

No	Learning Steps	Qualification		Description
		Yes	No	
	Pre-Activity			
1	<ul style="list-style-type: none"> • The teacher greets, takes attendance, and motivates students to be ready for learning. • Students and teachers ask and answer questions about the previous material. • The teacher conveys the learning objectives and gives directions on the activities to be carried out. 	√ √ √		

2	<p style="text-align: center;">Main-Activity</p> <ul style="list-style-type: none"> • The teacher provides a report text along with several questions in accordance with the existing report text • Students read the questions contained in the report text before they read the provided report text • The teacher introduces the level of questions that QAR has in reading comprehension. • Students understand the level of thinking contained in the question and the level of thinking needed to answer the question. • Students read silently the report text provided by the teacher while thinking about the answers to the questions they have read before • Learners re-read the questions. 	√		
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	<ul style="list-style-type: none"> • Students answer the questions determine where to get answers according to the QAR level, and write down the answers. • Students present their answers and explain how they answered the questions based on their knowledge regarding the QAR level. • Students and teachers conclude the correct answer • The teacher ensures that students understand the reading with comprehension questions in QAR. 	√		
Post-Activity				
3	<ul style="list-style-type: none"> • Students and teachers reflect and conclude the learning outcomes that have been carried out. • The teacher closes the 	√		
		√		

	lesson by praying together			
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Malang, June 14th, 2023

Validator



Harir Mubarok, M.Pd

NIP. 197110142003121001

B. INTERVIEW

In addition to observing students' reading comprehension of report texts when Question-Answer Relationship strategy are applied, the researcher will also conduct interviews with the English teacher and several students. This interview will be conducted from 01 June to 18 June 2023 to find out how students' reading comprehension in report texts when Question-Answer Relationship strategy are applied and students' perspectives on this.

Research Objectives	Questions	Answer
<p>For Teacher</p> <p>1. To find out how the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text.</p>	<p>1. Does the teacher experience difficulties when the QAR strategy is applied in teaching reading comprehension of texts reports?</p>	<p>Metode ini sebenarnya sangat bagus jika digunakan untuk siswa kelas 9 dalam mengembangkan pemahaman membaca para siswa. Menurut saya, metode ini bukan hanya dapat mempermudah siswa dalam menjawab soal bacaan contohnya seperti report teks, melainkan dapat mempermudah siswa untuk memahami seluruh bacaan tersebut. Perbedaan kemampuan siswa terhadap siswa yang lainnya menjadi</p>

	<p>2. What are the problems that teachers face when implementing the QAR strategy in teaching reading comprehension of report texts?</p> <p>3. How do teachers overcome the problems encountered when the QAR strategy is applied in teaching reading comprehension of report texts?</p> <p>4. How do teachers implement the QAR strategy to improve</p>	<p>masalah utama saya dalam menerapkan strategy ini</p> <p>Kesulitan saya pada metode ini cuman sedikit. Yaitu perbedaan kemampuan siswa terhadap siswa yang lainnya. Karena jika mereka tidak mengikuti langkah langkah yang saya jelaskan maka akan sulit untuk mengikuti langkah selanjutnya</p> <p>Cara saya menangani hal ini yaitu dengan sering mengulang ulang apa yang saya jelaskan kepada siswa. Agar mereka tidak ketinggalan dari awal.</p> <p>Cara saya mengimplementasi strategy ini seperti pada rpp yang sudah saya buat sendiri.</p>
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	<p>reading skills?</p> <p>5. Does the students' reading comprehension increase when the teacher applies the QAR strategy in learning reading comprehension of the report text?</p>	<p>Saya membuat rpp ini agar penjelasan saya kepada murid lebih runtut dan jelas.</p> <p>Iya. Banyak dari murid murid yang bisa lebih mudah memahami teks menggunakan strategi ini. Bukan hanya memahami saja. Mereka bisa menjawab soal khususnya teks report dengan cepat di saat ujian. Tidak butuk membaca terlalu lama dan berulang ulang. Banyak manfaat dari strategi QAR ini, khususnya dalam meningkatkan pemahaman membaca siswa kelas IX SMP. Strategi ini dapat membuat siswa lebih mudah memahami isi teks.</p> <p>Tidak hanya untuk menjawab soal saat ujian, tetapi strategi QAR ini dapat memahami keseluruhan teks dengan</p>
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	<p>6. Can students identify and understand the purpose of the report text when the teacher applies the QAR strategy in learning to read and understand the report text?</p> <p>7. Are students able to identify and understand the characteristics of the report text when the teacher applies the QAR strategy in learning to read and understand the report text?</p> <p>8. Are students able to identify and understand the linguistic aspects of the report text when</p>	<p>mudah</p> <p>Menurut saya setelah pengaplikasian metode QAR ini murid jadi lebih mengerti mengenai tujuan dari teks report.</p> <p>Iya. Dengan adanya strategi QAR yang sudah saya terapkan. Murid bisa mengidentifikasi karakteristik dari report teks yang ada.</p> <p>Iya. Murid bisa mengidentifikasi serta memahami aspek kebahasaan yang digunakan di dalam teks report . Dengan adanya</p>
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	<p>the teacher applies the QAR strategy in learning reading comprehension of the report text?</p> <p>9. Can students identify and understand the general structure of the report text when the teacher applies the QAR strategy in learning to read and understand the report text?</p> <p>10. Did the students fulfill the observations checklist in the QAR strategy indicator on students' reading comprehension in the report text?</p> <p>11. Did the students fulfill the indicators of students'</p>	<p>metode QAR ini Murid bisa jadi lebih mudah untuk memahami kebahasaannya.</p> <p>Mengenai general structure dari teks report. Murid mampu untuk mengidentifikasi struktur general dari teks report yang diberikan menggunakan strategi QAR ini.</p> <p><i>Menurut pendapat saya, semua murid sudah memenuhi indikator-indikator yang tercantum didalam observation cheklist yang ada. Saat saya mengaplikasikan metode pembelajaran QAR ini, siswa sudah bisa mencari dan mengidentifikasi tujuan dari report text yang</i></p>
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	<p>understanding of the report text when the QAR strategy was applied in learning to read and understand the report text?</p>	<p><i>disediakan, generic strukturnya, karakteristik, aspek kebahasaan yang dipakai didalam report text, serta isi detail dari teks tersebut. Dilain sisi mereka para siswa juga mampu untuk menjawab pertanyaan soal teks report dengan cepat tidak seperti sebelumnya. Sedangkan, sebelum saya mengaplikasikan strategy ini, para siswa merasa kesulitan dan lama untuk memahami isi teks. memahami saja susah apalagi disaat menjawab soal disaat ujian</i></p>
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<p>For Students</p> <p>2. To find out how students perceive the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text.</p>	<p>1. Do you have high learning motivation when the teacher applies the QAR strategy in learning reading comprehension in text reports?</p> <p>2. Are there any difficulties that you face when this QAR strategy is applied by the teacher in learning reading comprehension in text reports?</p> <p>3. What are the difficulties you face when the QAR technique is applied by the teacher in learning reading</p>	
--	--	--

	<p>comprehension in text reports)</p> <p>4. How do you overcome these difficulties?</p> <p>5. Do you agree that this QAR technique is applied by the teacher in learning reading comprehension in report text?)</p> <p>6. Do you have better reading comprehension when this QAR technique is applied by the teacher in learning reading comprehension in text reports?)</p> <p>7. Does the Implementation of the QAR strategy in learning reading comprehension of</p>	
--	---	--

	<p>report texts help to understand the purpose of the report text properly?)</p> <p>8. Does the Implementation of the QAR strategy in learning reading comprehension of report texts help to understand the characteristics of report texts well?</p> <p>9. Does the Implementation of the QAR strategy in learning reading comprehension of the report text help to understand the linguistic aspects of the report text properly?</p> <p>10. Does the</p>	
--	---	--

	<p>Implementation of the QAR strategy in learning reading comprehension of report texts help to understand the details of the contents of the text and the general structure of the text well?)</p> <p>11. What are the things that make you like and excited when the teacher applies the QAR strategy in learning reading comprehension of report texts?</p> <p>12. What are the things that make you dislike and unenthusiastic when the teacher applies the QAR strategy in</p>	
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	<p>learning reading comprehension of report texts?</p> <p>13. What is your opinion about the teacher teaching reading using the QAR strategy??</p>	
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Malang, June 14th, 2023

Validator



Harir Mubarak, M.Pd

NIP. 197110142003121001

RPP
REPORT TEXT

Nama Sekolah : SMP ISLAM BANI HASYIM
Mata Pelajaran : Bahasa Inggris
Kelas/Smt : IX / 1
Materi Pembelajaran : Teks Report
Alokasi Waktu : 3 x pertemuan (6jp)

Tujuan Pembelajaran :

Membandingkan dan menangkap makna dari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk Report, dengan meminta dan memberi informasi terkait Report obat, makanan, dan minuman, sesuai dengan konteks penggunaannya

Kegiatan Pembelajaran :

Pertemuan 1

Pre-Activity

- Guru membuka kelas dengan mengucapkan salam dan berdoa bersama
- Guru memberikan beberapa pertanyaan pembuka kepada siswa seperti:
 - Who is absent today?
 - dst
- Guru melakukan brainstorming dengan memberikan pertanyaan kepada siswa terkait materi “Report Text” yang mereka ketahui.

Main- Activity

- Guru memberikan siswa soal pre-test terkait report text berupa pilihan ganda
- Guru meminta siswa untuk mengerjakan soal pre-test yang telah diberikan oleh guru
- Guru dan siswa membahas soal pre-test yang dikerjakan oleh siswa
- Guru menjelaskan materi terkait Report Text

- Generic Structure
- Characteristics, dan lain-lain
- Siswa diberikan kesempatan untuk bertanya
- Guru menjawab pertanyaan yang diajukan oleh siswa

Post-Activity

- Guru menanyakan kepada siswa tentang materi yang telah dipelajari hari ini
- Guru meminta perwakilan dari siswa untuk menjelaskan materi yang telah dijelaskan oleh guru
- Guru memberikan feedback terhadap penjelasan yang diberikan oleh siswa
- Guru menutup kelas dengan mengucapkan salam

RPP
REPORT TEXT

Nama Sekolah : SMP ISLAM BANI HASYIM
Mata Pelajaran : Bahasa Inggris
Kelas/Smt : IX / 1
Materi Pembelajaran : Teks Report
Alokasi Waktu : 3 x pertemuan (6jp)

Tujuan Pembelajaran :

Membandingkan dan menangkap makna dari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk Report, dengan meminta dan memberi informasi terkait Report obat, makanan, dan minuman, sesuai dengan konteks penggunaannya

Pertemuan 2

Pre-Activity

- Guru membuka kelas dengan mengucapkan salam dan berdoa bersama
- Guru melakukan brainstorming dengan memberikan pertanyaan kepada siswa terkait materi "Report Text" yang telah dipelajari pada pertemuan sebelumnya

Main- Activity

- Guru meminta siswa untuk mengulang materi Report Text yang telah dipelajari pada pertemuan sebelumnya
- Guru meminta beberapa siswa untuk menjelaskan materi Report text pada pertemuan sebelumnya di depan kelas
- Guru memberikan penjelasan kepada siswa terkait tingkatan identifikasi soal didalam penerapan strategi pembelajaran QAR
- Guru dan siswa membahas soal yang dikerjakan oleh murid pada pertemuan sebelumnya
- Guru menerapkan langkah-langkah strategi pembelajaran QAR (Question-answer Relationship) dalam menjawab soal.
- Guru meminta siswa untuk membaca pertanyaan pada soal yang diberikan.

- Guru meminta siswa untuk memahami tingkat pertanyaan QAR yang terdapat dalam soal sebagaimana yang telah dijelaskan oleh guru.
- Guru meminta siswa untuk membaca text report yang terdapat pada soal.
- Guru meminta siswa untuk menjawab pertanyaan berdasarkan
- Guru memonitor jalannya diskusi, dan bertindak sebagai fasilitator
- Guru meminta siswa untuk menjawab soal latihan tentang Report text yang dibagikan oleh guru
- Siswa menjawab soal latihan yang diberikan oleh guru
- Guru dan siswa membahas soal latihan yang dikerjakan oleh siswa secara bersama – sama

Post-Activity

- Guru memberikan feedback terhadap jawaban soal latihan yang telah dikerjakan oleh siswa
- Guru menutup kelas dengan membaca doa bersama-sama dan mengucapkan salam

RPP
REPORT TEXT

Nama Sekolah : SMP ISLAM BANI HASYIM
Mata Pelajaran : Bahasa Inggris
Kelas/Smt : IX / 1
Materi Pembelajaran : Teks Report
Alokasi Waktu : 3 x pertemuan (6jp)

Tujuan Pembelajaran :

Membandingkan dan menangkap makna dari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk Report, dengan meminta dan memberi informasi terkait Report obat, makanan, dan minuman, sesuai dengan konteks penggunaannya

Pertemuan Ketiga

Pre-Activity

- Guru membuka kelas dengan mengucapkan salam dan berdoa bersama
- Guru memberikan beberapa pertanyaan pembuka kepada siswa seperti:
 - How are you?
 - How is it life?
 - Etc
- Guru melakukan brainstorming dengan memberikan pertanyaan kepada siswa terkait materi “Report text” yang telah dijelaskan pada pertemuan sebelumnya.
- Guru meminta beberapa siswa untuk menjelaskan materi “Report Text” yang telah dijelaskan pada pertemuan sebelumnya.

Main-Activity

- Guru memberikan penjelasan kepada siswa terkait tingkatan-tingkatan soal yang terdapat dalam strategy QAR
- Guru meminta beberapa siswa untuk mempresentasikan tugas yang telah diberikan pada pertemuan sebelumnya

- Mengidentifikasi struktur dan karakteristik dari teks report yang mereka cari
- Mengidentifikasi tingkatan-tingkatan soal yang terdapat pada pertanyaan teks report yang telah mereka cari
-
- Guru meminta masing-masing siswa untuk mempresentasikan hasil identifikasi produk berReport text yang mereka pilih
- Guru mempersilahkan para siswa untuk mengajukan pertanyaan kepada siswa yang melakukan presentasi
- Guru memonitori jalannya diskusi dan bertindak sebagai fasilitator
- Guru memberikan feedback terhadap pertanyaan yang diajukan oleh siswa serta jawaban yang diberikan oleh presentator

Post-Activity

- Guru menanyakan kembali kepada siswa terkait pembelajaran yang telah dilakukan
- Guru kembali memberikan feedback terhadap pembelajaran yang dilakukan
- Guru memberikan tugas kepada siswa berupa soal penguatan berupa pilihan ganda dan uraian

Guru menutup kelas dengan doa bersama dan salam

INTERVIEW TRANSCRIPT

Respondent : 5 students of class 9B

Date of Interview : 05 June 2023

Time : 09.45 – 11.00

Place : Classroom

Research Title : An Analysis of Students' Reading Comprehension Skill on Report Text Using Question-Answer Relationship Strategy

Research Question 2 : How are students' perceptions of the Implementation of Question Answer Relationship strategies to improve students' reading comprehension skills in report text?

1. Question : Apakah kamu memiliki motivasi belajar yang tinggi saat guru menerapkan QAR strategy didalam pembelajaran reading comprehension pada report teks? (*Do you have high learning motivation when the teacher applies the QAR strategy in learning reading comprehension in text reports?*)

Student 1: *yes, I think this strategy can make it easier for me to learn reading comprehension. Therefore this QAR strategy can help me to increase my learning motivation when this strategy is applied by English teachers.*

Student 2: *With this learning strategy, it is easier for me to understand the contents of the text.*

Student 3: *Of course. This strategy increases my learning motivation in*

learning English. Because it directly understands how to do it and doesn't get complicated. So, it makes it easier for us to fully understand the contents of the reading.

Student 4: For learning motivation, of course, yes because it can help me to learn lessons easier. My learning motivation increases when the teacher applies this QAR strategy. This QAR strategy can improve our performance because it tells us to think independently and find our own way to find answers easily

Student 5: I got a new motivation because this way I can understand more about the contents of the story. In addition, this strategy can make it easier for us to learn English about stories, especially report texts.

2. Question: Apakah ada kesulitan yang kamu hadapi ketika strategi QAR ini diterapkan oleh guru didalam pembelajaran reading comprehension pada report teks? (Are there any difficulties that you face when this QAR strategy is applied by the teacher in learning reading comprehension in text reports?)

Student 1: I think the difficulty in this QAR strategy is my lack of vocabulary. Therefore I find it difficult to understand the new words in the questions. So it's hard for me to interpret one by one from the text provided.

Student 2: My difficulty is when I want to tell a story that I have read. I can only tell the gist of it. As for the full story, it is quite difficult to tell, for example, in front of the class.

Student 3: My difficulty is when the teacher uses English when explaining. But if she explains using Indonesian, I can easily understand it. Therefore I

have to improve my vocabulary to be able to understand the contents of the text using this QAR technique or strategy

Student 4: I have difficulties when creating and answering questions, especially questions at the third level, namely "on my own". To answer this question I have to make or answer in my own words in English.

Student 5: For this strategy, I have no difficulty implementing it. But there are many foreign words in the text that make me confused and difficult to interpret.

3. Question: Bagaimana kamu mengatasi kesulitan strategy QAR? (How do you overcome the difficulties of the QAR technique?)

Student 1: The way to overcome my difficulty is I have to increase my vocabulary in order to make it easier for me when understanding reading texts.

Student 2: To overcome my difficulty, I have to increase my vocabulary so that I can tell the whole text completely.

Student 3: Because of my difficulties, I want to increase my vocab so that I can simplify this QAR strategy to improve my reading comprehension skills.

Student 4 : To make level 3 questions from this QAR technique, I have to learn new vocab so that I don't have difficulty in making English words with my own version.

Student 5: In order to be able to learn more foreign words in the text of this report. I have to make it a habit to bring a dictionary to school and not use google translate too often so that I can better master foreign words in the text.

4. Question :Apakah kamu setuju jika Teknik QAR ini diterapkan oleh guru di dalam pembelajaran reading comprehension pada teks report? (Do you agree that this QAR strategy is applied by the teacher in learning reading comprehension in report text?)

Student 1: *I agree that this QAR strategy is implemented by the teacher in class. Because this strategy can make it easier for me to improve the reading comprehension skills of students in grade nine.*

Student 2 : *I agree. Because this QAR strategy can help me to find out the content of the reading quickly and without reading too much.*

Student 3: *If this QAR strategy continues in class then I will agree because previously there were many students who were lazy to read texts because it was difficult to understand them. With this strategy it is easier to understand the contents of the text*

Student 4: *In my opinion, this QAR strategy must continue because this strategy is a simple strategy. Without having to read repeatedly and repeatedly, I can find the essence of the text's story.*

Student 5 : *I agree with this strategy. Because the strategy is easy to understand and explanations from the teacher are very detailed, I support this strategy if it is still implemented in class.*

5. Question : Apakah kamu memiliki pemahaman bacaan yang lebih baik saat teknik QAR ini diterapkan oleh guru di dalam pembelajaran reading comprehension pada report teks?(5. Do you have better reading

comprehension when this QAR strategy is applied by the teacher in learning reading comprehension in text reports?)

Student 1 : *Since the English teacher applied this strategy to improve students' reading comprehension skills, I started to be interested in understanding the contents of the text. Because this strategy is quite simple and not complicated. So, since this strategy was used by my English teacher, I have a better reading comprehension than before.*

Student 2: *After the English teacher applied this strategy, reading the text seemed so easy. Therefore I am more interested in learning by using this strategy so that I have higher reading comprehension skills than before because this strategy is simple and not complicated.*

Student 3: *Before I got to know this QAR strategy, I have a fairly low reading comprehension ability because I am lazy to read the text carefully. With this strategy, I can better understand the contents of the text in an uncomplicated way so that I have more reading comprehension skills than before.*

Student 4: *This QAR strategy can help me to improve my reading comprehension skills. So with this strategy I have better reading comprehension skills than before when I was not familiar with this simple and uncomplicated strategy.*

Student 5: *This is the first time I found this easy way to understand reading and answer the report text questions easily. In this way I have better reading skills than before.*

6. Question : Mampukah siswa mengidentifikasi dan memahami tujuan report text ketika guru menerapkan strategi QAR dalam pembelajaran membaca pemahaman teks laporan? (Can students identify and understand the purpose of the report text when the teacher applies the QAR strategy in learning reading comprehension of the report? report text?)

Student 1: With this QAR strategy, I can understand and identify the structure of this QAR text. Because this QAR strategy is very helpful for finding and identifying the elements of a text report quickly and easily.

Student 2: I think it can because this QAR strategy makes it easier for us to find the structure of the text and the purpose of the text. With the levels of these questions, it will make it easier for us to find the purpose of the formation of the report text.

Student 3: It's easier for me to identify and find the purpose of the report text using the QAR strategy. Because when the teacher teaches us with this QAR strategy, it becomes easier for us to identify it easily and quickly.

Student 4: This QAR strategy really helps us to identify the structure of report text easily and quickly. In addition, we can use this QAR strategy when answering questions on report text or other readings during exams because it takes very little time to identify and find the purpose of the report text.

Student 5: We can use this strategy to quickly identify the entire text. Because with this strategy we don't have to read all the text to understand and identify the report text.

7. Question : Apakah penerapan strategi QAR dalam pembelajaran membaca pemahaman teks report membantu memahami ciri-ciri teks report dengan baik (Does the Implementation of the QAR strategy in learning reading comprehension of report texts help to understand the characteristics of report texts well)

Student 1: *I think the Implementation of this strategy to report texts can help understand the characteristics of report texts. Because this strategy is quite simple.*

Student 2 : *I think this strategy can show me what are the characteristics of the report text. With the help of the teacher using this QAR strategy, I can find the characteristics of report text.*

Student 3: *With this QAR technique, I can understand the characteristics of a text that is presented.*

Student 4: *I can understand the contents of the report text such as the characteristics used in the report text. With this QAR strategy or technique, it really helps me to identify the report text.*

Student 5: *In my opinion, this QAR strategy can help all students understand the characteristics of the report text. With this strategy we can identify one by one part of the text.*

8. Question : Apakah penerapan strategi QAR dalam pembelajaran membaca pemahaman pada teks report dapat membantu memahami aspek kebahasaan dari report teks dengan baik?(Does the Implementation of the QAR strategy

in teaching reading comprehension of report texts help to understand the linguistic aspects of report texts well?)

Student 1 : *I think this QAR strategy can help me to understand the linguistic aspects of the report text well. By using this strategy, I can find new words in the text and understand them.*

Student 2: *In my opinion, the linguistic features in the report text are very important. With this QAR strategy, I can understand the various aspects of the language used in the report text properly and correctly.*

Student 3 : *With this QAR strategy, I can find new words in the text. Because my difficulty here is regarding the new vocabulary. Therefore, with this strategy I can understand the linguistic aspects of the report text.*

Student 4: *I can understand the linguistic aspects in the report text well and I can find new vocabulary and understand it.*

Student 5 : *By finding new simple present word, I can understand the language aspects used in this text properly and correctly.*

9. Question : Apakah penerapan strategi QAR didalam pembelajaran reading comprehension pada teks report dapat membantu memahami detail isi teks dan struktur general teks dengan baik? (Does the Implementation of the QAR strategy in learning reading comprehension in report texts help to understand the details of the contents of the text and the general structure of the text well?)

Student 1 : *As I said earlier, the Implementation of this QAR strategy in learning reading comprehension in recount text really helps us to understand the details of the content of the text and the general structure of the text well.*

Because if I use this strategy it will be easier and less complicated to determine the general structure in the text. Regarding the contents of the text, it can be easily understood using this strategy.

Student 2 : The Implementation of this strategy can help us understand what is discussed in the report text and identify the general structure of the text correctly and coherently.

Student 3: This strategy can help us find the general structure in the text and of course we can also understand the details of the contents of the text thoroughly and correctly.

Student 4: We can understand the details of the text content and the general structure of the text very well because of this strategy.

Student 5: With the teacher's explanation using this strategy we can understand the details of the contents of the text along with the generic structure properly and correctly

10. Question : Apa saja hal-hal yang membuatmu suka dan bersemangat saat guru menerapkan QAR strategy didalam pembelajaran reading comprehension terhadap report teks? (What are the things that make you like and excited when the teacher applies the QAR strategy in learning reading comprehension of report texts?)

Student 1 : I like this strategy when the English teacher applies it. Because when the teacher explained this QAR strategy, I became more improvised to find new things such as new vocabulary.

Student 2: I feel like and excited if the English teacher applies this strategy to teach students here. Because this strategy is easy and quite fun.

Student 3: *Previously, when the English teacher did not teach using this strategy, I felt that reading was difficult because it required reading patience. After the English teacher implemented this, I became more motivated and enthusiastic about learning English.*

Student 4: *When before there was a lesson about reading, I felt lazy and found it difficult to understand. However, after the English teacher applied the QAR strategy, my curiosity about English increased.*

Student 5: *One of the things that makes me like this strategy when it is used by the English teacher here is that I have found a new way to answer and understand the reading or questions related to the story. Not only that, but I can also answer questions during the exam quickly so it doesn't take much time. If you have questions related to reading it usually takes a lot of time to work through them, but this way it takes very little time to understand them.*

11. Question : Apa saja hal-hal yang membuatmu tidak suka dan tidak bersemangat saat guru menerapkan QAR strategy didalam pembelajaran reading comprehension terhadap report teks? (What are the things that make you dislike and unenthusiastic when the teacher applies the QAR strategy in learning reading comprehension of report texts?)

Student 1: *There is nothing I don't like about this strategy. Because this strategy is okay from me.*

Student 2 : *I don't think so, because with this strategy I can be more motivated to learn English*

Student 3 : *No, because I like this strategy and I am very excited to use this strategy*

Student 4 : *I don't think so because this strategy is quite fun for me.*

Student 5 : *No, I'm always excited if the learning strategy is not complicated*

