

**THESIS**

**THE EFFECTIVENESS OF PRE-READING ACTIVITY BY USING QARS  
TOWARDS STUDENTS READING COMPREHENSION AT A2 LEVEL**

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**THE ISLAMIC STATE UNIVERSITY MAULANA MALIK IBRAHIM**

**MALANG**

**2024**

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To Compile Thesis in Undergraduate Program English Education Department  
Faculty of Education and Teacher Training Maulana Malik Ibrahim State Islamic  
University Malang

**By:**

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MALANG**

**2024**

**APPROVAL SHEET**

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# LEGITIMATION SHEET

## LEGITIMATION SHEET

### THE EFFECTIVENESS OF PRE-READING ACTIVITY BY USING QARS TOWARDS STUDENT READING COMPREHENSION AT A2 LEVEL

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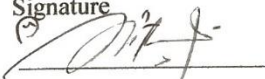
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*Assalamualaikum Wr. Wb*

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Declaration that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the result of any other person.
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Malang, June 05, 2024

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**MOTTO**

*“What is not started will never get finished.”- Fifi*



## **THESIS DEDICATION**

This thesis is primarily dedicated to my dear family; my father Juni Harianto, my mother Sulistyorini, my sisters Bilqys and Adeeba for their unwavering support, affection, attention, and their endless prayers. Thank you, enabling me to complete this thesis to the best of my abilities.

Furthermore, I dedicate this thesis to my advisor, Rendhi Fatrisna Yuniar, M.Pd, for his time, advice, patience, and motivation, which have allowed me to complete this final assignment successfully.

Lastly, this thesis is dedicated to my best friends, who cannot be mentioned one by one. Thank you for the motivation and support that you have given, making my college journey full of color.

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2. Mr. Rendhi Fatrisna Yuniar, M.Pd as the researcher's Advisor.
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10. To partner in college, RDV 20 who have been coloring my academic journey. Their laugh, tears, experiences and the lesson that we shared together, will always be remembered.

The words are not enough to say my appreciation for helps and contribution on my thesis. May Allah always guide and give you all happiness.

Malang, June 05, 2024

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## LATIN ARABIC TRANSLITERATION

The transliteration guidelines used in this thesis's writing of Arabic-latin are based on joint directives Number 158 of 1987 and Number 0543b/U/1987 from the Ministers of Education and Culture of the Republic of Indonesia. These directives can be summed up as follows:

### A. Alphabet

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	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

### B. Long Vocal

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

### C. Diphtong Vocal

أُوْ = aw

أُوْي = ay

أُوْ = Ū

أُوْي = Ū

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## ABSTRACT

Afifah, Alif Jihan. 2024. The Effectiveness of Pre-Reading Activity by Using QARS Toward Students Reading Comprehension at A2 Level. Thesis, English Education Department. Faculty Of Education and Teacher Training. Maulana Malik Ibrahim State Islamis University of Malang.  
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**Key Word:** Reading Comprehension, Pre-Reading, QARS, A2 Level

Reading is a receptive skill for decoding the written symbol and understanding the meaning. By reading it can help student to delve the information deeper and improve the academic performance. Therefore, reading skill are required for expanding our knowledge. In addition, reading skill have correlation with the comprehension. The reading comprehension is one of ability to interpret the explicit and implicit information. According to CEFR Framework the reading ability are divided into several level namely: A1, A2, B1, B2, C1, and C2. Throughout the level the educator can adapt the material for student capability. One of the approaches that help student to improve their reading comprehension is using the pre-reading activity by using QARS. Students are encouraged to create prediction questions using the QARS guidelines through pre-reading. Thus, students can activate prior knowledge, and improve critical thinking skills. Through the QARS strategy, students can also focus their attention when reading the text. The objective in this research is to find out whether the student who give the pre-reading activity by using QARS have the effectiveness to improve their reading comprehension in the hortatory text. For further, the study was using quantitative method with quasi experimental. This study conducted in MAN 1 Malang. The samples were choosing XI F as an experimental class and XI C as a control class, with 27 students in each class. The data collection was using pre-test and post-test. From the data it can be concluded that the experimental have an average score 89.25 which is higher than the control class who have an average 76.66. The researcher used, Mann Whitney U, as non-parametric test. Mann Whitney U Test. The sig value (2-tailed) which obtained is 0.00 <0,05 it can be said there are significant different between the experimental class and control class.

## ABSTRAK

Afifah, Alif Jihan. 2024. Efektivitas Kegiatan Pra-Membaca dengan Menggunakan QARS Terhadap Pemahaman Membaca Siswa Pada Tingkat A2. Skripsi, Jurusan Pendidikan Bahasa Inggris. Fakultas Pendidikan dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Rendhi Fatrisna Yuniar, M.Pd

**Kata Kunci:** Pemahaman Membaca, Pra-Membaca, QARS, Level A2

Membaca merupakan keterampilan reseptif untuk memahami kode dalam simbol tertulis beserta maknanya. Melalui membaca siswa dapat menggali informasi lebih dalam serta meningkatkan prestasi akademik. Dengan demikian, keterampilan membaca diperlukan untuk memperluas pengetahuan. Disamping itu, keterampilan membaca mempunyai korelasi yang erat dengan kemampuan memahami. Menurut Kerangka CEFR kemampuan membaca dibagi menjadi beberapa tingkatan yaitu: A1, A2, B1, B2, C1, dan C2. Melalui tingkatan ini, pendidik dapat menyesuaikan materi dengan kemampuan siswa. Salah satu pendekatan yang digunakan untuk meningkatkan pemahaman membaca adalah aktivitas pra-membaca dengan menggunakan QARS. Aktivitas ini mendorong siswa untuk membuat soal prediksi menggunakan pedoman QARS. Dengan demikian, dapat membantu siswa mengaktifkan pengetahuan sebelumnya, serta meningkatkan kemampuan berpikir kritis. Adapun, Tujuan dari penelitian ini adalah untuk mengetahui apakah siswa yang diberikan aktivitas pra-membaca dengan menggunakan QARS memiliki efektivitas untuk meningkatkan pemahaman membaca mereka di dalam teks hortatory. Penelitian ini menggunakan metode kuantitatif dengan kuasi eksperimental, Adapun sampelnya penelitian adalah XI F sebagai kelas eksperimen dan XI C sebagai kelas kontrol, dengan jumlah siswa masing-masing 27 siswa. Dalam mengumpulkan data, peneliti menggunakan pre-test dan post-test. Dari data tersebut dapat disimpulkan bahwa kelas eksperimen memperoleh rata-rata skor 89,25 lebih tinggi dibandingkan kelas kontrol yang mempunyai rata-rata 76,66. Adapun hasil uji hipotesis pada penelitian ini secara non parametrik, yaitu menggunakan Mann Whitney U Test. Nilai sig (2-tailed) yang diperoleh sebesar  $0,00 < 0,05$  maka dapat dikatakan terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol.

## مستخلص البحث

عفيفة، أليف جيهان. 2024. فاعلية الأنشطة القرائية التمهيديّة للقراءة باستخدام نظام تقييم الأداء القرائي على أطروحة، قسم تعليم اللغة الإنجليزية. كلية التربية وتدريب. A2 الفهم القرائي لدى الطلاب في المستوى المعلمين. جامعة مولانا مالك بن إبراهيم مالانج الإسلامية الحكومية.

المشرف: راندي فاتريسنا يونيار، ماجستير.

A2 الكلمات المفتاحية: الفهم القرائي، الفهم القرائي، ما قبل القراءة، المستوى

القراءة هي مهارة استقبالية لفهم الرمز في الرموز المكتوبة ومعناها. من خلال القراءة يمكن للطلاب استكشاف معلومات أعمق وتحسين التحصيل الأكاديمي. وبالتالي، فإن مهارات القراءة ضرورية لتوسيع المعرفة وتنقسم القدرة على CEFR، بالإضافة إلى ذلك، ترتبط مهارات القراءة ارتباطاً وثيقاً بمهارات الفهم. وفقاً لإطار، ومن خلال هذه المستويات. C2 و C1 و B2 و B1 و B1 و A2 و A1 القراءة إلى عدة مستويات، وهي يمكن للمعلمين تكيف المادة التعليمية مع قدرات الطلاب. يتمثل أحد الأساليب المستخدمة لتحسين فهم القراءة يشجع هذا النشاط الطلاب على وضع أسئلة تنبؤية باستخدام QARS في نشاط ما قبل القراءة باستخدام وبالتالي، يمكن أن يساعد الطلاب على تنشيط المعرفة المسبقة، بالإضافة إلى تحسين QARS إرشادات مهارات التفكير النقدي. والغرض من هذه الدراسة هو معرفة ما إذا كان الطلاب الذين يتم إعطاؤهم أنشطة ما لديهم فعالية في تحسين فهمهم القرائي للنصوص التحذيرية. وقد استخدم QARS قبل القراءة باستخدام نظام هذا البحث المنهج الكمي بطريقة شبه تجريبية، وكانت العينة هي الفصل الحادي عشر وواو كفضل تجريبي والفصل الحادي عشر جيم كفضل ضابط، حيث كان عدد الطلاب 27 طالباً لكل منهما. واستخدم الباحثون في جمع البيانات الاختبار القبلي والاختبار البعدي. من البيانات يمكن أن نستنتج أن الفصل التجريبي حصل على متوسط درجات أعلى من الفصل الضابط الذي حصل على متوسط درجات أعلى من الفصل التجريبي بمتوسط درجة من الفصل الضابط الذي حصل على متوسط 76.66 درجة. كانت نتائج اختبار الفرضيات في 89.25 (ثنائية الذيل) التي تم sig هذه الدراسة غير بارامترية، أي باستخدام اختبار مان ويتني يو. وكانت قيمة الحصول عليها هي  $0.00 < 0.05$ ، لذا يمكن القول أن هناك فرقاً معنوياً بين الفئة التجريبية والفئة الضابطة.

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher wants to explain about the introduction; background study, identification of the problem, the objective of study, the significance of study, the scope and the limitations of study, and the definition of key term.

### 1.1 Background Study

Reading is a dynamic and complex process that helps to improve academic performance, and it is crucial for EFL learners to develop reading strategies and activities to improve their reading comprehension (Shaikhet et al., 2020). According to Abd Kadir et al., (2014) without having reading skills a person will find it very difficult to receive or process information, such as understanding the continuity of words, sentences, or paragraphs. Therefore, by reading skill it will be easy for us to get information from various sources, as well as we can hone critical thinking skills. Reading skills can expand our knowledge from various subjects, this is proven by someone who has strong reading skills will be better at mastering various aspects of language. Thus, ability in reading skills helps someone to be able to understand the meaning implicit or explicit from instruction, therefore it will be easier for them to gain the good result (Rinta Ningrum, 2019)

In Al-Qur'an it also explains that by reading can foster our intellectual and spiritual growth, since reading is the main source for receptive skill to acknowledge the information. Furthermore, this instruction is empowering in surah Al-'Alaq lines 1–5, through Jibril, Allah delivered the first surah concerning about reading;

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ - ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ - ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ - ٣ الَّذِي عَلَّمَ بِالْقَلَمِ - ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ - ٥

“(1) Read! In the Name of your Lord who has created (all that exist). (2) He has created man from a clot of congealed blood. (3) Your Lord is the most Generous. (4) Who has taught (the writing) by the pen. (5) He has taught man what he didn't know.” (Al-'Alaq verses 1–5)

We may infer from the surah that reading is highly valued in Islam for its ability of encouraging knowledge acquisition, comprehension of the Quran, cognitive and religious growth. Muslims are advised to keep up lifelong learning and utilize their knowledge and comprehension for individual as well as collective gain.

Moreover, language cannot be separated from reading skills, therefore we can find a lot of insight, the simplest example we can hone critical thinking skills which are very necessary in the academic field to achieve success. In line with Javorcikova (2021), reading skills and critical thinking are interrelated in the context of academic reading. Analyzing, evaluating, and refining thinking are all a component of critical thinking, which focuses on understanding components like objective, significant concerns, data, concepts, assumptions, implications, point of view, interpretation, and also conclusion. By this, we can know through comprehending the reading is a fundamental language skill, because it can develop the critical thinking for enhancing our creativity and improving or problem solving.

The ability of reading is always related with comprehension (Mogea, 2023). In this regard, comprehension is the reader's ability to understand the meaning of the text. In a study whose conduct by students from Islamic Azad University, the relationship between critical thinking and reading comprehension in EFL at the tertiary level was examined. The results of their study show that the emphasis of teacher role on Critical Reading Question (CRQ) are significantly impacts students' focus while reading distinct passages (Talebinejad & Matou., 2012). Based on my assessment reading for comprehension it is very important to expand our knowledge, because by the reading we can delve unknown information deeper or find the missing out information to fill our gap. Furthermore, critical reading and reading comprehension are very continuous each other to foster the academic value.

According to Sofiana (2023), reading is a fairly sophisticated action in gathering theories. In reading activities, there are several main elements such as internal aspects which include characteristics, intelligence, interests, talents, motivation, goals, or the methods used. Therefore, it is not surprising that reading



has several levels to determine the reader's ability. This level is used as an indicator to measure the reader capability understanding and interpreting complexity terms in the passages. The most indicator that frequently used is Common European Framework of Reference for Language (CEFR), in this framework there are several levels in knowing reading skills such as; Basic Level (A1), Pre-Intermediate Level (A2), Intermediate Level (B1), Advanced Level (B2), Professional Level (C1), and Native Level (C2).

In spite of many aspects in reading, it cannot be denied there are many things that make literacy in reading is low. According to the Program for International Student Assessment (PISA), survey results show that the literacy level in Indonesia, especially for young people, is very low when compared with various other countries. Based on Al Azies & Rositawati, (2022) they research about the Reading Literacy Activity Index (Alibaca Index) for East Java is only 33.19, which is classified as a low score. The study is using unsupervised learning algorithms to classify regencies and cities in East Java Province according to the indicators used in the Alibaca Index. According to the findings of previous researcher we can know that there are many reasons that can influence of reading ability. In keeping with Prastya & Ashadi (2020), they said that many factors influence someone to have a low interest in reading, these factors include; (1) Boredom, reading is an activity that is considered monotonous. (2) Lack of encouragement, lack of teacher variety in teaching reading strategies. (3) Lack of external rewards, the absence of rewards such as scores given by teachers to students answer questions correctly. (4) Lack of goal, students do not know the purpose of reading clearly. In general, the lack of literacy in reading, especially among youths in Indonesia, are affected by multiple factors. These might include boredom, insufficient encouragement and teaching variety, lack of external rewards, and unclear reading goals. Resolving these problems is necessary to increase reading proficiency.

Regardless of that, the reading activity is one of the creativities of how to think critically to improve our comprehension, therefore it needs a strategy which effective to acknowledge our insight by implementing the stage of teaching reading such as pre-reading. Pre-reading is a crucial component for building

comprehension. Pre-reading activities play an important role in language reading classrooms since they help to activate students' background knowledge of the topics being taught, which results in improving students' reading comprehension (Thuy & Yen, 2018). By engaging in pre-reading effectively, readers can feel more prepared and confident when approaching a text, improving their comprehension and making the reading process more efficient and meaningful. As a result, pre-reading is a crucial step that should not be overlooked when aiming to gain an understanding of any reading material.

Azizifar et al (2015), it was show that the group which receiving the pre-reading by applying questioning more understand than the group which only gives the experienced vocabulary. In line with Yeeding (2007), investigated the effects of using the pre-reading is effective for student' motivation and reading comprehension ability. Pre-reading can be also applied in assignment with the aim to combine students' knowledge that they already understand with new knowledge for resulting in mutual involvement, increasing understanding and being able to fully focus attention on the material to be taught. Based on Irawati Yuliasari (2018) regarding the Effectiveness of Prep (Pre – Reading Plan) Strategy to Improve Students' Reading Comprehension. She states that pre-reading plan (PREP) is effective in improve student reading comprehension. The results show that through PREP has improvement significantly. Another study which belonging to Febrianti et al., (2022) with entitled "The Use of Pre-Reading Strategy in Teaching Reading Comprehension" (A Case Study at the Ninth Grade of SMPN 1 Mancak, Serang District), show that the applications of pre-reading strategies through brainstorming, introduction to pre-teaching vocabulary and previews are quite successful and proven to be effective.

Basically pre-reading have a cons regardless of the pros for the implementing. According to Thuy & Yen (2018), pre-reading assignments can divert students' attention to things that are not too important, thus they lose focus on the main idea presented. Furthermore, pre-reading activities take time, consequently students need more additional material sources, especially as this activity can make students feel difficult before being presented with the main material. In accordance with Jimenez & Velasco (2023) find out whether pre-

reading activities can increase students' effectiveness through KWL strategies, graphic information for WH questions and vocabulary, to help students' comprehension but the results show there is no significant result of using the strategy. To encapsulate this research highlights the effectiveness of pre-reading strategies in improving students' reading comprehension. By using Pre-Reading Plan (PREP) strategy, it has a positive impact in improving reading comprehension, and shows statistically significant results. However, this contrast with other studies which using the KWL strategy, Graphical Information for WH Questions, and Vocabulary did not produce statistically significant results.

Following reading strategies, we become aware of their advantages as well as their limitations, there are a number of pre-reading strategies that could potentially use for enhancing reading comprehension. There are a few of considerations to take note of when choosing a strategy for assisting students grasp the content. Nevertheless, the thing that we should underline is some strategies can be applied to every class. In short, in this study the researcher wants to examine one of pre-reading activity utilizing QARs strategy to find out its correlation with reading comprehension.

The Question-Answer-Relationships Strategy (QARs) is one of strategy that can be implemented at the pre-reading for improving and also enriching learning comprehend. This strategy support readers to acknowledge with the new material before they are entering the main material on the text. At the QARS strategy there are many formulas of question which classified into four types such as: "Right There" questions, "Think and Search" questions, "Author and You" questions, and "On My Own" questions. Every type provides a unique aim for guiding learners to understanding the text deeply. By using QARs into the pre-reading activity help readers actively to seek answers, and encourages a more profound connection with the material, ultimately making the reading experience more enriching.

Several previous research studies which are relate to this study. According to the first study, Teacher Strategies in Teaching Reading Comprehension at The Eighth-Grader of Al-Kautsar Junior High School Malang. Rofiqi, (2022) states that this study is using qualitative research by direct observation, interviews, and

documentation. Three students chosen at random and a teacher of English participated in the study to find out more about teaching reading comprehension through skimming, scanning, and QARs. The implementation was sending by Google's Classroom. Moreover, the result showed up the teaching reading strategy helps teachers improve their skills, especially in the area of literacy development.

In relation to the second study, Teachers' Strategies in Teaching Reading Comprehension at SMP Al-Ghofar during Covid-19 by Nurdin Rizal Ali, (2021). The data collected by using qualitatively method through data reduction, data display, and verification/conclusion. The study was examined the strategy which used to teach reading comprehension consisted of translating a paragraph, using semantic mapping, and applying question-answer relationships. These methods were implemented by via WhatsApp groups and Quizizz or Google Forms. Additionally, the study discovered that students' reading comprehension was worse when learning virtually than when they were in a conventional learning environment.

The third study, conducted by Astuti in 2021, states that the use of question-answer relationships (QAR) enhanced students' reading comprehension. The data collection has been carried out through the pre-test and post-test, then distributing the questionnaire. This research utilizes quantitative to gather information about implementing QARs for students. Based on the results, the pretest mean score was 46, while the post-test mean score was 80.2. It showed how significantly distinct the mean scores each of them. It implies that Question Answer Relationships (QAR) help learners become more proficient readers.

The fourth study who conduct by Rothong (2013) with entitle "Effects of Reading Instruction Using Question-Answer Relationships (QAR) and Reading Strategies on Reading Comprehension Ability of Eleventh Grade Student" was investigated the effects of reading instruction by using QARs and other reading strategies for increasing the reading comprehension ability of eleventh-grade students. The method is used qualitative by collected data from pre-test and post-test. The result showed that pupils who got instruction in reading through Question-Answer Relationships (QAR) and reading strategies indicated

significant improvements in their reading comprehension ability when compared with the pupils who were not given QARs instruction.

The last previous study is conducted by A'yunin (2020) with the title "The Effectiveness of Question Answer Relationship (QAR) Strategy to Students' Reading Comprehension (A pre-experimental study in the Seventh Grade of SMPN 2 Ponorogo in Academic Year 2019/2020)". The study was using quantitative method by using test that containing the descriptive reading questions, and it has 20 questions form of multiple-choice. The result showed that the Question Answer Relationship (QAR) strategy was effective in boosting the reading comprehension.

Over a period of time, it is really necessary to improve reading skills, especially in all aspects of literacy development. In the light of several studies investigating the use of QARs as a strategy to improve reading comprehension, it has been shown that this is a crucial initial step into building comprehension or integrating previous knowledge with new information. Therefore, in response to this research, researchers hope to be able to help learners construct comprehending reading through the implementation of QARs, and what differentiates this research compared to previous research is focusing the strategy on the pre-reading activity by using QARs toward student comprehension at A2 level.

## **1.2 Identification Problem of The Study**

Reading is a receptive skill for acquiring knowledge. Nevertheless, it is undeniable that the act of reading can be perceived as tedious or monotonous. Therefore, it leads many students lack of motivation and difficulties in this activity. It is known that Indonesia faces a very low literacy rate, which can even be described as a literacy crisis. This significantly impacts the culture of reading among students, with many of them struggling to attain academic value due to a lack of interest in reading. Thus, pre-reading plays a crucial role in assisting students to comprehend the main text before they engage in core academic activities. In line with Lazar (1993, p.83). "Activities that help students with cultural background, stimulate students' interest in the text, and pre-teach vocabulary". Therefore, by using pre-reading at learning process, it can help the

learners at A2 (Pre-Intermediate) in high school to face the challenges such as limited vocabulary, complex sentences, inference, unfamiliar topics, and cultural references, affecting comprehension and speed. As a result, the aim of pre-reading is none other than enriching student comprehension. One of strategy that can be used in pre-reading is Question Answer Relationship Strategy (QARS). From the previous study by Suswika et al., (2020) by applying the QARs technique for students' comprehension in the narrative text gets improved their critical reading abilities. Students can overcome the challenges by using its various question kinds, which range from the simplest to the complex when answering hortatory text. This strategy is designed to acknowledge the information and also profound their understanding regarding the text. Using QARs as pre-reading strategy have a various setting, because there are several formulas. Based on the previous idea, this study is going to examine the effectiveness pre-reading strategy by using QARs for Pre-Intermediate Level (A2) at student senior high school. It indicates the following question in particular:

1. Do the students who taught by using QARs at the pre-reading activity attain higher reading achievement rather the students teach by conventional learning?

### **1.3 Objective of The Study**

Based on the problem that has been formulated. In the present study, the main objective of the study is to know whether or not the students can attain higher reading achievement by using QARs at the pre-reading activity, rather the student who teach by conventional learning.

### **1.4 Significance of The Study**

The finding in this study, the research is expected can give a contribution theoretically and practically how to develop reading comprehension by using QARs at pre-reading activity for A2 level. For theoretically, implementing QARs as a pre-reading activity at A2 level is an effective approach for enhancing the student comprehension to acknowledge their insight, by identifying the question and answers regarding the text which relevant with pre-intermediate level. In

practical terms, it is hope that this research can provide facilities and information to students and teachers on how to improve their ability to understand reading in the reading activity process. For teachers, this research can be a reference as material for improving reading strategies and determining the appropriate pre-reading activity to be applied at A2 level according to the material, through presentation slide media in offline learning. For students, it is hope that this research can help overcome the difficulty of understanding a reading text through a pre-reading activity using the QARs strategy. For future researchers, this research will be a reference for the next research, especially in developing other pre-reading activity at different levels of learners.

### **1.5 Scope and Limitation of The Study**

This study focuses on reading comprehension for A2 learners in faces to face meeting through a pre-reading activity that utilizes the QARs strategy. Researchers have narrowed their research's attention to the following:

1. Participants in this research are students of class XI MAN 1 Kabupaten Malang academic year 2024/2025.
2. Researchers limit their focus to comparing the pre-test and post-test to find out how effective it is to use the QARs strategy in pre-reading activity for A2 learners, through slide presentation media.

Researchers realize that reading is the main source used in receptive skills, therefore the ability to understand or interpret reading is very necessary in order to gather the information accurately. Because of this, it's important that students understand pre-reading techniques to aid them with their reading assignments

### **1.6 Definition of Key Terms**

In order to prevent misunderstandings regarding the study's keywords, the researcher defines a few terms as follows:

1. Reading Comprehension

Reading comprehension is being able to understand and interpret material that is written. This ability includes identifying particular information, determining conclusions from the text, and identifying the

primary ideas. It is fundamental to learn critical thinking and communication. A good understanding helps readers to gather important information, examine the validity of sources, and engage with different kinds of text, from the literature to informational content.

2. Pre-reading

The initial phase of the reading process, known as pre-reading, includes activities or practices before entering into the text. The objectives are to stimulate curiosity, build previous understanding, and offer the basis for comprehension. Pre-reading technique also include skimming, scanning, and asking questions in order to improve comprehension and interest.

3. QARs

Question-Answer Relationships (QARs) is a method of reading comprehension that helps students grasp texts. It divides questions into four categories: Author and Me (which needs prior knowledge), Think and Search (identified by combining text information), Right There (discovered in the text), and On My Own (relying on individual interpretation). QARs also enhance reading comprehension and critical thinking.

4. A2 level

A2 level in reading is related to develop basic skills to understand simpler texts. They can grasp the main ideas and some details in uncomplicated content. This stage is fundamental for building a foundation in language skills, allowing readers to comprehend straightforward information across different topics.



## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter the researcher discusses the information and theories related to the variables and topics for this study. Data and theories are collected from previous research. Several of the information and theories are presented include the definition of reading comprehension, the objective of reading comprehension, type of reading comprehension, strategy in reading comprehension, model of reading comprehension, the definition of QARs, stage of QARs, advantages and disadvantages, the definition of A2 level in reading, as well as previous research on the topic being researched.

#### **2.1 Reading Comprehension**

Reading comprehension is an essential skill that can be improved by combining different techniques and strategies to develop the student's understanding of the written text. In line with Budianto, L., & Yuniar, R. F. (2023) reading enables individuals to develop code-focused abilities, such as reading accurately, as well as meaning-focused skills, allowing them to absorb and interpret knowledge from written texts. This skill is fundamental for academic achievement and learning activities in many subjects. Furthermore, teaching strategies that combine summarizing, making inferences, and determining the main idea can improve the student's reading ability because constructing a knowledge base has demonstrated positive effects on both proximal and distal reading measures.

There are several components in reading comprehension that complement each other to enable the reader to better understand the meaning. According to Oakhill, J., Cain, K., & Elbro, C. (2019), reading comprehension is the capability skill for understanding and interpreting a passage. This skill is quite complex and takes time to develop. Fundamentally, reading comprehension is the capacity to comprehend and identify the written text regarding the cognitive process.

The cognitive process plays an important role in reading comprehension because, when readers read, they can engage in many aspects of cognitive activities. Following Rofiqi, F. (2022), he said that reading comprehension is a

sophisticated cognitive task that requires the reader to use a variety of skills and knowledge in order to construct an accurate representation of the text. Due to this, reading comprehension is a tricky cognitive skill to acquire; therefore, it needs at least three interconnected processes, such as word recognition, syntactic and semantic analysis of word relationships.

In keeping with the definition, reading comprehension is the ability to understand and also interpret the written text. Effective comprehension integrates background knowledge, language skills, and context to derive meaning from the passage. To enhance this skill, a variety of techniques and approaches can be used aimed at improving students' comprehension of reading skill and academic achievement. This activity involves complex cognitive processes, including word recognition, semantic analysis, and connecting text concepts to prior knowledge.

## **2.2 The Objective of Reading Comprehension**

There are several important reasons for reading, because reading is a source of knowledge that gives readers the opportunity to obtain various types of information. Reading can also be a form of recreational activity, encourage critical thinking, and improve language proficiency. In keeping with Latini et al. (2019), reading aims might differ depending on personal objectives and conditions. They involve discovering new information, getting enjoyment, completing assignments, reaching targets, improving pronunciation, expanding the word bank, and cultivating critical thinking abilities. By understanding all of these different objectives, educators and students should use suitable strategies to accomplish their goals.

Additionally, reading purpose may impact reading retention, and it can modify the reader's behavior and engagement with the text. According to Sangia, R.A. (2018), the primary objective of reading is to expand the reader's conceptual understanding and help them get meaning from the text. Reading is a selective process where the reader makes decisions that need to be confirmed, rejected, or refined as reading progresses. There are two distinct mental processes involved in reading: the first is the observable processing of information, and the second is the classification of the information into tendencies with conceptual significance.

Reading should be done for more than just engaging in communication; it should also be done to create something that expands or remains in the reader's mind.

Based on the previous definition, reading serves many different important purposes. It assists in information retrieval and knowledge acquisition. It can also be an enjoyable activity that stimulates our cognitive abilities and helps us get better at language. Therefore, teachers and students can use suitable approaches when they are comprehending all of these different objectives. Additionally, our motivations for reading may impact our comprehension and retention of the material. Thus, reading is more than merely communicating; it's also about developing ideas that stick in our minds.

### **2.3 Types of Reading Comprehension**

Reading comprehension is the ability to understand and interpret the meaning of written words. By doing reading comprehension, we are able to process different kinds of information, therefore we can make conclusions at the same time, evaluate the information that we obtain. In this subject matter, there are many different approaches according to the type of reading since each text has a different character. This hopes to achieve our goals and needs. On the basis of the taxonomy who proposed by Pearson and Johnson (1972) and Nuttal (1996) in an academic article belonging to Tavares DaCosta et al (2020), there are several categories related to types of reading comprehension.

#### **2.3.1 Literal Comprehension**

Literal comprehension is the ability to understand the literal or explicit meaning of the information that has been presented. Literal comprehension requires us to directly understand the facts, details, and events presented by the author. Apart from that, at this stage, the reader must focus on identifying key words, such as the use of 5W and 1H. In other words, this type of reading comprehension is the lowest level because the reader only needs to understand the meaning of what is written without requiring more knowledge to understand the essence of the message contained.

#### **2.3.2 Reorganization**

Reorganization is a reading comprehension ability that refers to the cognitive process of restructuring or rearranging information. This involves the reader being able to identify cause-and-effect relationships, text structure, and combining several ideas or concepts to form a unified whole in a given context. The reorganization activities include making summaries or paraphrasing. With this activity, it is hoped that it can improve good retention in reading comprehension, both in academic and professional contexts.

### **2.3.3 Inferential Comprehension**

Inferential Comprehension refers to the process of drawing conclusions and interpreting a text based on the information that has been presented. In this case, it involves the ability to synthesize information and think critically to analyze a context that is relevant to the instructions presented by the author in the form of words, images, or sounds. Readers are also required to be able to combine the main points in the text and understand the implied meaning of words to make a logical and rational conclusion. Inferential comprehension is also often called "think and search" comprehension

### **2.3.4 Prediction**

Prediction is a skill in making guesses regarding the text that will be presented. This activity is done even before we read. This process includes identifying various clues, such as titles, headings, subheadings, and various sentences, to form an initial understanding regarding the topic to be predicted. This prediction activity is based on the reader's ability to use background knowledge and set expectations in order to make relevant predictions during reading activities. This can also increase their understanding of how to extract meaning from the text they receive.

### **2.3.5 Personal Response**

Personal Response is a type of reading comprehension that includes the experience, emotional and intellectual relationships of the reader its self. Therefore, it can be said that personal response is a subjective activity that refers to an individual's assessment of a material. This response can

influence readers interpretation of the content they are reading. Examples of personal responses include expressing an opinion or message in the form of agreement or disagreement with a context. Personal response also has a connection with literature, because in this case, readers can reflect their perspective on the text material presented.

### **2.3.6 Evaluation**

Evaluation requires readers to provide quality assessments of several aspects of the writing. This requires readers to identify what good writing looks like based on prior knowledge, cultural values, and goals rather than the reading itself. On the other hand, readers are also able to express their evaluation of the writing style by assessing the choice of words or language features contained in the text. This evaluation also involves the process of recognizing information, validating it, and interpreting whether it is relevant.

## **2.4 Stages in Teaching Reading Comprehension**

Teaching reading comprehension is divided into several stage, this aims for helping the reader much understanding how to grasp the text. Moreover, every stage has important role for decoding the meaning. By using this stages it can be facilitate the reader for entering the material or analyse the material correctly. There are numerous stages in teaching reading comprehension;

### **2.4.1 Pre-reading**

The first of the three phases of reading comprehension is called pre-reading. It entails exercises that present the material to the class, impart pertinent prior knowledge, and trigger important schemata. It is commonly understood that an individual's cognitive structures, or mental frames, are referred to as their schemata. These are established by their cultural background, past experiences, and prior knowledge. The foundation for collecting and comprehending new information is provided by these schemata. Schemata can only be activated during the pre-reading stage to allow students to make connections between new information and what

they have already learned. This allows for a deeper and more insightful understanding of the text.

The goal of the pre-reading phase is to prepare students for reading by giving them a sense of what they will be reading and what they should expect to learn from the text. It is possible to utilize a variety of pre-reading activity to address each student's interest; nevertheless, the researcher should choose the appropriate activity. Pre-reading exercises can include introducing the work's subject, utilizing relevant images, disclosing details about the poet or author, and making the prediction. Pre-reading is a prerequisite that all student must complete.

#### **2.4.2 While Reading**

While reading is the second stage of reading comprehension, It contains exercises that help learners build strategies for reading, enhance their comprehension of the language, and interpret difficult text in the passages. The objective of the while-reading stage is to ensure that learners understand the text as they read it. To accommodate any learner's interest, many while-reading activity can be implemented; however, the activity must be adapted to student needs. While reading a work, the learner incorporates the text itself and decides the way that they follow up. During the while-reading phase, a learner automatically developed cognitive style and ability to acquire and grasp the content among the while-reading exercises, there are several activities that can be implemented, such as annotating, textual evidence, mind mapping, making inferences, building vocabulary, etc.

#### **2.4.3 Post Reading**

The last stage of reading comprehension is referred to post reading. It consists of exercises that assess the comprehension of learners and help them examine further into the text. The post-reading phase's objective is to guide learners in thinking critically regarding what they have read and in acquiring a better understanding of the subject matter. Various post reading activities can be utilized to explore all of the students' interests, but these strategies are determined by the researcher. A few instances of

post-reading activities include writing a summary of what they learned from the passage, answering comprehension questions, analyzing the text, and discussing the text in groups. It's imperative that students use the post-reading phase to hone their critical thinking abilities and consider what they have learn.

## **2.5 Model in Teaching Reading Comprehension**

The model of teaching reading comprehension essentially refers to the approach or framework applied by educators for teaching students the process of understanding and interpreting the written texts. Grabe (1991) identifies four approaches for teaching reading: the bottom-up (conventional view), the interactive model, and the top-down (cognitive view). It can be essential to research reading comprehension teaching models considering they have got a significant impact on students' learning outcomes.

### **2.5.1 Bottom-up**

Bottom-up approach is a model of teaching reading comprehension which focuses on recognizing and analysing individual words, phrases, and sentences to understand the general meaning of a text. Teachers often encourage learners to interpret alignment output vertically by examining frequency lists and alignment lines to identify patterns of language use. As an alternative, learners might examine the surrounding context and identify particular language choices that convey functional or cultural meaning in order to interpret concordances horizontally. This analysis of language that is technical is suitable for the study of advanced academic writing, which is placed high on the LSP/ESP agenda (Cotos, 2017, P.252).

### **2.5.2 Top-Down**

Top-down approach is an approach which focuses on using previous knowledge, context, and background information in order to comprehend the whole significance of a text. This approach makes predictions about the content and structure of the text based on the reader's previous knowledge and expectations. Following that, the reader makes use of these

predictions to direct their reading and analysis of the content. In language learning, this approach is often used, with professors encouraging learners to comprehend new texts by drawing on their prior language and cultural knowledge (Cotos, 2017, P.253).

### **2.5.3 Interactive**

Interactive reading comprehension refers to the application of digital tools to provide feedback and engage learners in the reading process. Interactive reading comprehension exercises can be available on the internet as games, quizzes, and activities which offer learners immediate feedback. In accordance to research, interactive reading comprehension exercises may assist learners become better readers, particularly when used in combination with other instructional strategies such as teacher-led instruction and collaborative assignments. Individual learners' requirements can also be customized to through individualized interactive reading comprehension assignments, which allow them work at their own pace and get feedback based on their own distinctive strengths and limitations. Several instances of interactive reading comprehension exercises are interactive e-books, online reading tests, and digital reading diaries that help learners keep track on what they have read (Cotos, 2017, p.256-257).

## **2.6 QARs**

### **2.6.1 The Definition of QARs**

QARs is the acronym for Question-Answer Relationship Strategy, which is a reading comprehension strategy designed to assist learners comprehend the relationship between questions and answers in a text. This strategy involves teaching students to identify different types of questions, such as "Right There" questions that can be answered directly from the text, "Think and Search" questions that require students to use information from different parts of the text to answer, "Author and You" questions that require students to make inferences and draw conclusions based on the text, and "On My Own" questions that require students to use their own



knowledge and experiences to answer. The QARs strategy assists learners in becoming more proficient at recognizing all these different question kinds and the connection between questions and responds (Raphael, T. E. (1986).

### **2.6.2 The Stage of QARs**

- a. Instruct the students on the existence of four distinct question types they may encounter. Elaborate on each category and provide an illustrative example for each:
  - **Right There:** The answer is explicitly present in the text, typically within a single sentence or phrase.
  - **Think and Search:** While the answer resides in the text, students must integrate information from various section or fragments of text to respond to the question.
  - **Author and You:** The answer is not explicitly stated in the text, requiring students to draw upon both prior knowledge and the author's content to formulate a response.
  - **On Your Own:** This necessitates students to reflect on their existing knowledge derived from reading and personal experiences to construct an answer.
- b. Assign sample questions for students to answer collaboratively in pairs or small groups. Prompt them to identify the QAR levels associated with each question.
- c. Have students independently tackle questions derived from more extended passages. Encourage them to scrutinize the various question types within the provided text.
- d. Demonstrate to the student effective strategies for locating information to answer questions, utilizing examples from the text and drawing upon personal experiences.

The implementation of Question Answer Relationship (QAR) procedures offers multiple approaches that streamline its use in the classroom. Learning through QAR provides a structured approach to language, particularly in comprehending textual material, facilitating a

more straightforward understanding, establishing connections between text-based questions and the reader's thought process, and enabling readers to extract answers directly from the text.

### **2.6.3 Advantages and Disadvantages using QARs**

The QARs (Question-Answer Relationship Strategy) is a reading comprehension strategy which assists learners comprehend the relationship between questions and answers in a text. According to Adhe Syahputra, and Marzul Hidayat (2022), This strategy has some advantages, such as increasing student comprehension of text overall, encouraging them to make questions as well as find out the answer, activating their critical reading, and also enhancing them to think more creatively and cooperatively when they face the difficulties in high think order skill. However, it also has certain drawbacks. For instance, the QARs strategy may not be suitable for all student or all types of texts, and it necessitate teacher preparation as well as instruction for applying it effectively. Furthermore, it may require a lot of time to acquire and practice, and it may not be effective for all student, especially those who struggle with learning difficulties or other issues that limit their ability to read comprehension. On the other hand, the QARs strategy can be a helpful tool for enhancing reading comprehension.

## **2.7 A2**

When discussing reading, the Common European Framework of Reference for Languages, also known as the CEFR A2 level of second language competency will be discussed. At the A2 level, students are typically able to understand and use simple phrases and expressions related to everyday situation Chortaria, S (2018). They may such as introducing themselves, asking for directions, and ordering something. A2 level have a vocabulary range of about 500 to 1,000 words. While the range is limited compared to higher levels, it enables individuals to handle basic communication needs in familiar contexts. Generally, A2 learners are building a foundation for more advanced language skills.

## 2.8 Previous Study

First research was carried out by Robiatul Adawiyah (2019) concerning enhancing students' reading comprehension of narrative text through question-answer and relationship (QAR) strategy and self-efficacy. The objective of this research was to investigate the empirical data regarding the impact of self-efficacy and the Question Answer and Relationship (QAR) Strategy on eighth-grade students at SMPN 2 Ciputat Timur's reading comprehension of narrative texts. The study consisted of 72 students who were taken from randomly class at fifth grade. Data was gathered through the use of quasi-experimental methods, which involve testing. This research showed that using the QARs strategy assisted students understand what they read more effectively than traditional methods. It additionally showed that students' self-confidence impacted how well this method.

The second study "The Implementation of Teaching Reading Comprehension by using Question and Answer Relationship (QARs) Strategy Utilizing Information and Communication Technology (ICT) for The Eleventh Grade Students of SMAN 2 Sukoharjo" was carried out by Ditya Apriliana (2023). The aim of this study is to determine the benefits and drawbacks of using computers in reading instruction by examining how teachers use the QARs strategy. The subject of this research is teacher in XI language. The data was collected by observation, interview, and document. The findings showed that the teaching and learning in the class was well. Teachers followed to the QARs guidelines, and students were engaged possibly as a result of using computers. The outcomes of the study show that using computers to implement the QARs strategy improved students' comprehension of what they read. Additionally, there were only a few challenges, such as teachers needing to explain some types of QARs questions. In general, it appears that integrating computers with the QARs approach improves students' reading abilities.

The third study who carry out by Mabruka Zakirah Azzahra (2019) about the effectiveness of question-answer relationship (QAR) strategy on students' reading comprehension of explanation text. The aim of the study was to find out whether or not reading comprehension in explanation texts is improved by using the Question-Answer Relationship (QAR) strategy. The sampling was use 75

students who were taking the eleventh grade of SMAN 4 Tangerang Selatan which were divided into experimental and control classes. The study used a quantitative method with a quasi-experimental design through a pre-test and post-test. Both the experimental and control classes showed a significant improvement, based on the mean scores. The results show that students' reading comprehension of explanation texts was enhanced to a moderate degree by the QARs. Furthermore, the results QAR strategy positively impacts students' understanding of the material and providing valuable insights for educator to improve reading comprehension outcomes in explanation text.

The fourth study which conduct by Irawati Yuliasari (2018) concerning the effectiveness of prep (pre – reading plan) strategy to improve students' reading comprehension. The objective of this study is improving student's reading comprehension by analyzing the impact of the Pre-Reading Plan (PREP) strategy on students' reading comprehension and provide recommendations for developing teaching techniques in language education. The sample used in the research consisted of 37 students from class X Social 3, which was chosen as the experimental class using cluster random sampling. The data collection procedure involved a pre-test and post-test to analyze students' reading comprehension. The research study used the Pre-Reading Plan (PREP) strategy as the treatment, which required using strategies such as viewing pictures and questioning. The results showed that the students' post-test results had substantially increased.

The last study, carried out by Viera Budyariesqa (2018) relating to comparing the effectiveness of pre-reading plans (prep) and question-answer relationships (QAR) on reading comprehension, focused on figuring out which technique is more effective in improving students' reading comprehension between the two strategies. The sample for the study consisted of students from Grade VII at SMP Negeri 3 Imogiri, with Class VIIB selected as experimental group 1 (PreP), Class VIID as experimental group 2 (QAR), and Class VIIC as the control group (conventional technique). The study used a quasi-experimental design with a pretest-posttest control group. The study's findings showed that the Pre-Reading Plan (PreP) was more effective than the Question-Answer Relationship (QAR) and conventional techniques in improving the reading comprehension of the students.

What is distinctive about the current study is that the researcher puts more emphasis on QARs at the pre-reading activity on the independent variable, where previous studies were not focused on the pre-reading activity but more concentrate to the motivation and a tools for comparing. Based on the above explanation, the researcher intended to use collaborative strategy by using QARs at the pre-reading activity. This strategy will require student to activate the prior knowledge, conscious process and active their reading processes by adjusting the level at A2 reading.

## **2.9 Theoretical Framework**

Reading is an activity that helps gain information and enhance knowledge. To understand the meaning that is contained in reading, it is essential to use reading comprehension. Reading comprehension is the ability to integrate several strategies and techniques into developing readers' understanding of the passage. It's common to define reading comprehension as an activity related to the interpretation context. This activity has a significant impact on academic achievement. According to Pearson and Johnson (1972), there are several ways to implement reading comprehension, including drawing on prior knowledge, predicting, summarizing main ideas, questioning, and making inferences.

Based upon observations, there are still a lot of classes that use traditional approaches to learning to understand reading, such as translating word for word or repeating reading. This type of education is considered to be excessively limited. The National Standards state that students' primary problem with reading is a lack of comprehension of the text they are reading. This is based on declining student motivation because learning seems monotonous. As a result, it's essential to enhance learning techniques, especially for pre-reading in raising comprehension levels, like using QARs.

Actually, QARs is a quite fascinating strategy for developing student comprehension at the pre-reading level. On the basis of Raphael T.E., this strategy is considered to be able to assist students in finding the information they're looking for by providing the structure of the text, and the details themselves are arranged so that students can easily understand the context. Besides that, it can create new

experiences in the teaching and learning process. Moreover, this strategy is very suitable to be applied to students at the A2 reading level because the main focus of this strategy is to be designed to help them understand texts related to everyday life, be it in social settings or other activities.

## 2.10 Hypothesis

In many experimental studies, prediction is called a hypothesis. A hypothesis is a statement that explains the estimated expected results of a study. The two types of hypotheses commonly used in research reports are research hypotheses and null hypotheses. The null hypothesis, usually translated as  $H_0$ , is a neutral statement that serves as the basis for testing. The null hypothesis states that there is no relationship between the variables studied. Two hypotheses are proposed in this research to reject the null hypothesis and show that there is a relationship between variables X and Y. In this study, two hypotheses are proposed;

- $H_a$ : There is a significant difference in reading comprehension score before and after being taught with the QARs strategy at the pre-reading activity at level A2 in eleventh grade at MAN 1 Kabupaten Malang 2023/2024.
- $H_0$ : There is no significant difference in reading comprehension score before and after being taught with the QARs strategy at the pre-reading activity at level A2 in eleventh grade at MAN 1 Kabupaten Malang 2023/2024.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter includes an explanation of the research method which use in this study. The research design, study subject, research instrument, data collection, validity and reliability testing are explained in this chapter.

#### **3.1 Research Design**

In the present study, researcher uses quantitative experimental which is testing a hypothesis to determine cause and effect relationships between independent variable and dependent variable. To be more focused, the research implemented the quasi-experimental model. In this case, the quasi-experimental practicality design when random assignment is not able to fulfill the requirement of the study. Therefore, the implementation of this design makes it easier to understand the effects of changes that occur over time, and also to determine the impact of treatment on different groups without relying on randomization.

In quasi-experimental the researcher divided the experimental and control group who both have reading proficiency at A2 level. Then the researcher assigns each group to do pre-test for checking their reading comprehension. After following the pre-test phase, the experimental group was given the treatment process by implementing the QARs at pre-reading activity. The goal of this phase is enhancing the student reading comprehension. Later on, the last session of the treatment phase, a post-test is given to both the experimental and control groups to evaluate whether there are improvements in their reading comprehension. To ensure comparison of the subject's understanding the material before and after the intervention, the post-test is designed to be comparable to the pre-test. The impact of the treatment on the experimental group's reading comprehension relative to the control group was then determine by analyzing the post-test data.

Table 3. 1 Design of Study

<b>O1</b>	<b>X</b>	<b>O2</b>
<b>O3</b>	<b>X</b>	<b>O4</b>

Note:

O1 = Experimental group before treatment

O2 = Experimental group after treatment

O3 = Control group before treatment

O4 = Control group after treatment

Table 3.1 clearly indicates there are two groups in the research conduct the pre-test and post-test. The pre-test is to determine their initial reading comprehension before the treatment was given. While the post-test is to determine their final result regarding reading comprehension after the treatment conduct.

### 3.2 Subject of The Study

The subject of the study was including the population, sampling technique, and the sample that will be use in this study.

#### 3.2.1 Population

A population is a group of people who correspond to certain characteristics. For instance, the population of teachers would consist of all teachers, and the population of administrators in a school district would be made up of all high school administrators. There are small and large populations, as these examples show. Therefore, we need to decide what group to study (Creswell, 2012:142). Based on this information, the researcher selects the student at MAN 1 Kabupaten Malang as the population in this study.

#### 3.2.2 Sample

According to Creswell (2012), sample is a part of the intended target group that will be studied in order to determine outcomes about the intended target group as a whole. Ideally, we can choose a sample of



people who accurately reflect the population. As an example, we could choose, from the population of all high school teachers in a city (the population). In line with Gay, Mills, & Airasian (2012) explained that sample is a small group of individual that selected from bigger group to be analyzed. In other hand the sample have a different type for sampling method such as: (1) Random sampling, every member of population has a same chance to be selected. (2) Stratified sampling, the population is separated into subgroups or strata that will be taken from each stratum. (3) Systematic sampling, every member of population is chosen to be a part sample. (4) Cluster sampling, the population is divides into cluster and then the researcher selected random sampling from cluster. (5) Convenience sampling, the sampling was chosen based on its convenience or its common known with non-probability sampling. (6) Purposive sampling, the sampling was chosen based on the judgement to the participants.

Based upon the definition, in this study the researcher uses the purposive sampling, where the sample are taken from a judgment by looking at the level of reading proficiency, apart from that this assessment also involves the researcher's assessment regarding which participants are suitable to be used as research samples. Due to in this study researcher focuses on those who are at level A2 in reading proficiency.

### **3.3 Research Instrument**

Research instrument is a tool or device that has been used to collect the data. In this study, the researcher is using test as instruments. The researcher provides multiple choice test to determine the efficacy of the pre-reading towards their reading comprehension. There are two sections test: The Pre-Test and The Post-Test. This aim to collect the relevant data from the objective research.

During the pre-test, researcher wants to measure the initial student reading comprehension before any intervention or treatment is given. In addition, it can also be a benchmark for the extent the learning process can be improved and also

evaluate the effectiveness of subsequent interventions. The pretest instrument consisted of 20 multiple choices which focusing on hortatory text comprehension. These questions provide the baseline data for assessment.

Simultaneously, the post-test is conducted to assess progress in reading comprehension after implementing interventions or learning activities. Therefore, both aspects of testing have a crucial role for obtaining the important data to fulfill the research objectives. The post-test also consisted of 20 multiple choices regarding the hortatory text, this test for identifying the difference result before and after the treatment or intervention.

<b>Description</b>	<b>Score</b>
Correct answer	0
Wrong answer	1

$$\sum \frac{\text{Right answer}}{20} \times 100$$

Students can achieve a maximum score of 100 by taking the value scores of all the questions they answer correctly. In this domain, there is the involvement of experts to validate the assessment results. Experts were not only asked to validate the results, but they were also asked to provide additional comments regarding the overall assessment. If any improvements are identified, re-evaluation are carried out by experts.

### **3.4 Data Collection**

In order to collect the data, in this study the researcher implements the test procedure, they are the pre-test and post-test. The data was obtained as a result of the test. Before the test is given, the researcher has to be analyzed that the pre-test and post-test is valid.

Pre-test is given before the researcher do the treatment for experiment group, and then the post-test was given after the treatment. For second until fourth

meetings, the researcher presented the pre-reading activity by using QARs for the students at A2 level who are in the experimental group.

### 3.4.1 Pre-test

The initial phase of this study is conducting a pre-test to assess student comprehension before implementing the pre-reading activity by using QARS. This step to establish baseline competency utilizing questions related to hortatory text. At this stage, the researcher provide questions aligned with social issue or natural phenomenon regarding the hortatory text material. The students do the test within 45 minutes. In addition, the objective of pre-test is to collect data on students comprehension abilities before the instructional phase.

### 3.4.2 Treatment

For the next steps, the treatment conduct after the pre-test. The treatment is utilizing QARs for pre-reading activity to teaching and implementing in experimental class. This step is very crucial because it is distinguished with the control group who is teaching by conventional strategy. Additionally, the main facilitate for doing the lesson is giving the picture, and question. As for the procedure following:

*Table 3. 2 The Treatment Scema*

No	Stage	Activity
1	<b>Treatment 1</b> Pre-teaching	<ul style="list-style-type: none"> <li>➤ The researcher conducts brain storming by asking students questions about the previous chapter.</li> <li>➤ The researcher explains advantages of the importance reading by self-reflection before reading a text (pre-reading).</li> <li>➤ Students provide feedback related to the material that will be taught.</li> </ul>

	Main teaching	<ul style="list-style-type: none"> <li>➤ The researcher introduces the QARS concept</li> <li>➤ The researcher teaches how to analyze the type of QARS question in order they can create predictive questions.</li> <li>➤ The researcher provides clues as an initial prediction in the pre-reading.</li> <li>➤ students are instructed to create prediction questions using the QARS type.</li> <li>➤ The researcher gives the students a hortatory text.</li> <li>➤ the student discussed the results of the QARS-based prediction questions and then compared them to the information obtained after reading the text.</li> </ul>
	Post-teaching	<ul style="list-style-type: none"> <li>➤ The researcher provides feedback to the students, and give the conclusion.</li> </ul>
2	Treatment 2 Pre-teaching	<ul style="list-style-type: none"> <li>➤ Brainstorming by asking students questions about previously covered material.</li> </ul>
	Main-teaching	<ul style="list-style-type: none"> <li>➤ The researcher divided students to several groups.</li> <li>➤ The researcher provides several clues to help student create prediction questions (pre-reading)</li> <li>➤ The researcher instructed every group prepare a prediction based on QARS types.</li> <li>➤ Every group member formulates a question based on its type and answer the aforementioned prediction question.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ The researcher requests that students compare their prediction results with the information they can obtain via reading.</li> </ul>
<b>3</b>	Treatment 3 Pre-teaching	<ul style="list-style-type: none"> <li>➤ Brain Storming</li> <li>➤ The researcher ask students about previously material</li> </ul>
	Main-teaching	<ul style="list-style-type: none"> <li>➤ The researcher reviewing QARS concept as well as the material of hortatory.</li> <li>➤ The researcher ask the students to make reflection through the use of QARS during pre-reading.</li> </ul>
	Post-teaching	<ul style="list-style-type: none"> <li>➤ The researcher sum up the the overall material.</li> </ul>

In the first meeting, the researcher invited the students for brainstorming by asking questions regarding the previous chapter. Followed the next activity, students are asked to discuss the benefits of self-reflection before reading (pre-reading). During the main teaching phase, researchers introduced QARS concepts and taught students how to analyze QARS question types to create predictive questions. Then, the researcher provided several clues to help students make initial predictions at the pre-reading stage based on the type of QARS questions. Thus, the researcher provided a hortatory text, and invited students to compare their predictions after reading the text. Finally, at the post-teaching stage, the researcher provides feedback and summarizes the learning. As a whole, in this meeting the researcher wanted to introduce the concept of QARS that can be implemented in the pre-reading stage. This approach helps students to make predictive questions in a structured way, activating their prior knowledge, and make reflection for post-reading.

The second meeting started with a brainstorming session as in the first meeting. Next, at the main-teaching stage, the researcher divided

several groups. Each group was directed to prepare predictions based on the types of QARS questions that the researcher had given. Then the researcher asked the groups to exchange predictive questions to be answered. After that, the researcher then asked students to compare the results of their predictions with the information obtained through reading. The objective of this meeting was to encourage collaboration between students in understanding the text, through the prediction and analysis of QARS questions. Therefore, it can hone their critical thinking skills.

In Treatment 3, pre-teaching began by asking students questions about the material that had been learned previously. The researcher reviewed the QARS concept as well as the hortatory material as the main activity. Then asked the students to reflect on using QARS during the pre-reading stage, regarding weaknesses and advantages. As for the post-teaching stage, the researcher summarizes the overall material that has been learned. Therefore, it can be concluded that the purpose of this meeting is to strengthen students' understanding of the QARS concept and its application, especially in the pre-reading stage.

### **3.4.3 Post-test**

The post-test was carried out after applying the pre-reading activity by using QARS. This aim as an indicator of the efficacy approach in this research. The post-test consisted of questions related to the hortatory text material that has been studied previously. In post-test stage, the researcher presents questions consisting of 20 multiple choices. The technicalities of the post-test are the same as the pre-test, students work on it within 45 minutes. Apart from that, the types of questions used are different from the pre-test but still have the same level of difficulty. then, the final stage of the post-test is comparing the scores between the pretest and posttest.

## **3.5 Validity and Reliability Testing**

The crucial stage for collecting data is testing. Therefore, its need to measure the instrument or tools can be reliable. By ensuring validity and reliability

the researcher can provide the result accurately. Additionally, it can build the trusted for interpreting the research finding in scientific and practical context.

### **3.5.1 Validity**

Validity is a tool for measuring the extent it can be used. This is very important, because if an instrument does not have a validity aspect then the results of the research cannot be said to be accurate. Therefore, validity is a crucial aspect in determining the credibility of a research. Apart from that, validity can also help in answering several research questions. According to Creswell (2012), validity is a reference used to interpret the results of scores in a test, thus the main focus is the consequences of using the scores in the instrument. In this study, researchers used several validity items to measure the instruments that used in the research, such as;

#### **a. Content Validity**

Content validity is a benchmark that includes measurement instruments in a domain or topic to be researched. In the study, researchers are expected to be able to evaluate each item e used as relevant and representative. Fundamentally, content validity is analyzed through literature reviews. In this research, content validity lies in reading proficiency proposed by CEFR (common European framework of reference for language) especially at A2 level.

In this study, there are several indications that material standards are used, namely that the text material presented is longer, focuses on general topics in daily life, the sentence structure used is simpler, can identify information and instructions, and can identify opinions or points of view regarding material presented. According to the explanation above, it can be concluded that this test instrument meets content validity standards.

#### **b. Construct Validity**

Construct validity is a parameter used to measure a concept or characteristic, such as the validity of the measurement construct and ensuring an attribute is used accurately. Apart from that, construct validity involves testing the relationship between variables that should

be related and checking the extent to which the instrument is in accordance with the underlying theory or concept.

In this study, construct validity focuses on testing reading comprehension using QARs (Question-Answer Relationships) at the pre-reading activity, which refers to the extent to which the evaluation instrument can accurately measure reading comprehension abilities, especially involving the relationship between independent variables and dependent. Thus, construct validity can be seen whether the instrument is truly efficient in providing an accurate picture of reading comprehension effectively and consistently.

### c. Items Validity

The degree of validity of each question has an immediate impact on the instrument's total validity. Therefore, if a question has a high degree of validity in relation to the test score overall, the test instrument's validity is high overall as well. The Pearson Product Moment correlation formula was utilized in this study to calculate the correlation between each item and each respondent's overall score. Data analysis is carried out using Microsoft Excel software. This study used the Pearson Product moment correlation formula, which can be found below.

#### *Equation 3.1 Pearson Product Moment Correlation Formula*

$$r = \frac{n \sum xy - \frac{(\sum x \sum y)}{n}}{(\sum x^2 - \frac{(\sum x)^2}{n})(\sum y^2 - \frac{(\sum y)^2}{n})}$$

Note:

r = Pearson r correlation coefficient

n = Number of samples

x = Independent variable

y = Dependent variable



Table 3. 3 Correlation Interpretation

Correlation Interval	Correlation Level
0.80 – 1,000	Very strong
0,60 – 0,799	Strong
0,40 – 0,599	Middle
0,20 – 0,399	Low
0,00 – 1,99	Very low

In the aftermath of calculating the correlation between each item and each respondent's overall score from the Pearson product moment correlation test, we can measure and interpret the strength of the relationship between the two variables, therefore it can help researchers analyze the data based on the results obtained. Subsequently, the next stage is interpreting the strength of the correlation based on the correlation coefficient value. The process helps in understanding the context of the relationship and making informed decisions based on the results

### 3.5.2 Reliability

Reliability is a crucial concept in quantitative research because it refers to the consistency of an instrument or measurement method. In this context, reliability is a measuring tool related to the extent to which it can provide consistent results at all times. According to Creswell (2012: 159) reliability is generally easier to understand as it is a measure of consistency. If scores are not reliable, they are not valid; scores need to be stable and consistent first before they can be meaningful. In addition, if an instrument is unreliable, the resulting data can be inconsistent, making it difficult for researchers to draw accurate conclusions. Therefore, ensuring reliability in quantitative research is an essential activity to maintain the credibility and reliability of research results.

There are a few types of reliability tests that can be used in research, based on the objectives of the research. Basically, reliability is divided into five types. One of the reliability tests used in this research is internal

consistency. Internal consistency is a type of reliability test that focuses on the extent to which the items used in the test have consistency in measuring the same variable. The implementation of internal consistency and reliability is done using Cronbach's Alpha technique. Cronbach's Alpha is a statistical measure that gauges the level of consistency between items in an instrument. The higher the alpha value, the higher the internal consistency of the instrument. This technique allows researchers to evaluate the extent to which a test is reliable in measuring a concept, helping to increase the validity and trustworthiness of research results. Here the formula of Cronbach's Alpha:

*Equation 3.2 Cronbach's Alpha formula*

$$C\alpha = \frac{k}{(k - 1)} \left\{ 1 - \frac{\sum \sigma b^2}{\sigma^2} \right\}$$

Note:

$C\alpha$  = Instrument reliability

$K$  = Number of instrument items

$\sum \sigma b^2$  = Number of items variance

$\sigma^2$  = Total of variance

*Equation 3.3 Formula if Variance*

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}$$

Note:

$\sigma^2$  = Varians

$\sum x^2$  = Sum square of total score

$(\sum X)^2$  = Sum square from sum of total score

$N$  = Number of respondents

After calculating the data using the Cronbach's Alpha formula, the next stage the researcher used the Microsoft Excel to conduct data analysis in this research. In the next step, the results of data analysis are compared with the Cronbach's Alpha table to assess the reliability of each item. Therefore, it can be inferred that the Cronbach's Alpha table is used to determine the reliability of a scale or questionnaire. Below is a table that outlines the interpretation of Cronbach's Alpha:

*Table 3. 4 Cronbach's Alpha interpretation*

<b>Cronbach's Alpha</b>	<b>Internal Consistency</b>
0.81 – 1.00	Very high
0.61 – 0.81	High
0.41 – 0.61	Moderate
0.21 – 0.40	Low
0.01 – 0.20	Very low

Based on table 3.3 shows the interpretation of Cronbach's Alpha. This aims to assess the internal consistency or reliability of a scale or questionnaire. The interpretation of Cronbach's Alpha is different at each level. These levels help researchers analyzing the reliability of items in their scales or questionnaires and ensuring measurement consistency when assessing the same construct.

### **3.6 Data Analysis**

In this study, the researcher collected data from every assessment which taken from the experimental and control groups. Later, the researcher used the statistical application program like SPSS (Statistical Product and Service Solutions) to analyze the data in question. Afterwards, the researcher analyzes the previous test results using hypothesis test, this is necessary to understand the

differences scores related to students who are taught and do not use the QAR strategy during the Pre-Reading activity. Before using the hypothesis test, the researcher test the data by using the Normality and Homogeneity of Variance tests. The aim of data analysis in this study is to determine significant differences between groups that received treatment and those that did not.

### 3.6.1 Normality Test

A normality test is a test to carried out whether a particular data have normal distribution or not. This procedure can be useful for evaluating the appropriateness of the normal distribution assumption for data analysis. In this study, researcher is using normality test methods, especially the Shapiro-Wilk test. The Shapiro-Wilk test involves calculating a test statistic, which is then compared with the relevant critical value. Thus, the purpose of this test is to determine the extent to which the observed data conforms to a normal distribution. The results of this test are translated through a comparison of the value  $W$  with the critical value at a previously determined level of significance. If the value of  $W$  is very small, this indicates a mismatch of the data with a normal distribution, with critical values tending to be lower.

Thus, if the test results do not provide the conform results at the significance level  $\alpha = 0.05$ , then it can be concluded that the data meets the normality criteria. Whereas, if the test results show significant result then the data does not meet the normality criteria. Furthermore, to find out whether the normality test results are significant or not it can be seen from these criteria

1. Determine the confidence level of the test, for instance  $\alpha = 0.05$ .
2. Compare the significance value of  $p$  obtained.
3. If the significance value obtained is greater than  $\alpha$ , then it can be concluded that the sample comes from a population with a normal distribution.
4. If the significance value obtained is smaller than  $\alpha$ , then it can be concluded that the sample does not come from a normally distributed population.

### 3.6.2 Homogeneity of Variances

The homogeneity test is a test carried out on the same variance of at least two or more distributions. The purpose of the homogeneity test is to determine the level of homogeneity among the data in variables X and Y. In the present study, the researcher used the Bartlett Test for Homogeneity of Variance. Homogeneity test calculations were carried out using SPSS software. Afterwards, the next step is to analyze the output to find out whether there was a significant difference between the until before and after treatment.

### 3.6.3 Hypothesis Test

According to Gerald (2018), The t-test is a statistical test used to determine whether there is a significant difference between the means of two groups. In this study, researcher used the Independent Sample T-test. The independent samples T-test is used to compare the means of two groups whose values are independent of each other. For the recent study, researchers wanted to compare the results of pre-test and post-test scores in a research design where control group and experimental group participants were measured before and after treatment.

Subsequently, to generate the decision process the independent t-test was calculated to obtain the significance level. The importance of the significance level (p-value) is paramount, particularly with regard to the significance level (Sig(2-tailed)). When the p-value exceeds 0.05, it leads to the acceptance of the null hypothesis (H<sub>0</sub>), signifying the absence of a noteworthy distinction between the two populations under examination. Conversely, if the p-value is less than 0.05, the null hypothesis (H<sub>0</sub>) is refuted. Rejecting H<sub>0</sub> in this context indicates a meaningful distinction in the means of the two populations being compared. Hence, it can be inferred that:

H<sub>0</sub>:  $t \leq 0,05$  Teaching by QARs strategy at pre-reading activity is **effective**

H<sub>1</sub>:  $t \geq 0,05$  Teaching by QARs strategy at pre-reading activity is **not effective**

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

The chapter presents the findings and discussion of the data, that was collected during the research process. In this study, the data was obtained by means of a research instrument. Further, the researcher has examined the data methodically and accurately by doing many tests, such as the data analysis, normality test, homogeneity tests, and the hypothesis test. The data was examined regarding the study objective. The researcher was describing the data findings comply with;

#### **4.1 Finding**

In this section, the researcher presents the learning outcomes of students both before and after enacted different instructional approaches. The data were collected to evaluate the impact of implementing pre-reading by using QARs for reading comprehension. Then, the results of the data was processed systematically to determine the differences result between the experimental class and the control class.

##### **4.1.1 Data Analysis of Pre-test**

For data analysis of pre-test, the researcher explains and analyzes the results of the test which obtained from the field. The objective was knowing their initial ability regarding the reading comprehension. The pre-test was given both of the experimental class and control class, who have 27 students per class. The XI F as an experimental class and the XI C as a control class. During the pre-test, the student was giving 45 minutes to complete the test. The pre-test item consisted of 20 questions, by providing the hortatory text.

##### **a. Pre-test of Experimental**

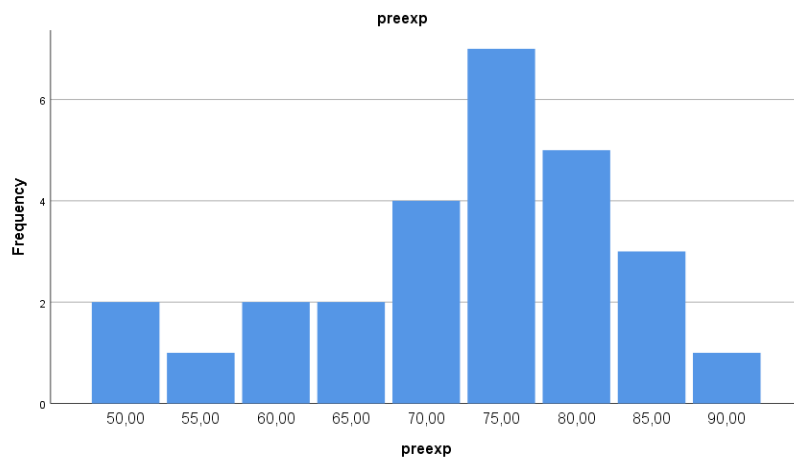
The experimental class conducted a pre-test on March 13, 2024. This activity to assess students' initial abilities in reading comprehension. The aim is to find out the extent of students' abilities before receiving intervention. By doing this pre-test, it can help the researcher for measuring the effectiveness of subsequent teaching strategies.

*Table 4. 1 The result of the pre-test experimental class*

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>
1	AZM	85
2	AYS	80
3	AN	80
4	AM	70
5	AR	65
6	APK	75
7	BPD	70
8	DKI	90
9	FZS	60
10	HFN	75
11	HA	75
12	KOR	85
13	MYA	70
14	MZ	85
15	MZA	80
16	MA	75
17	MRA	70
18	NZ	75
19	NMS	55
20	NTH	50
21	NF	65
22	OR	75
23	RJS	50
24	RA	80
25	RO	60
26	TII	80
27	ZN	75
<b>AVERAGE</b>		<b>72,40741</b>

Table 4.1. illustrate the student scores range from a low of 50 to a high of 90. Furthermore, the average score is 72,40741. Below visually presents the distribution of these scores, by providing a clear frequency of each score within the given range. This diagram representation helps in understanding the overall performance of the students, highlighting both the spread and tendency of the scores after conduct the pretest for their initial assessment

*Histogram 4. 1 Experimental Class Pre-test Score*



The histogram 4.1 show the frequency distribution of pre-test scores for the experimental class. The scores range from 50 to 90. Notably, the highest frequency is observed for the score of 75, with six students achieving this score. This score indicates that 75 was the most common score among the students. Scores of 80 and 85 also have relatively high frequencies. On the lower end, scores of 50 and 55 have the fewest students, showing that fewer students scored at the lower end. The distribution depicted by the histogram suggests that the majority of students scored between 70 and 80, therefore it was highlighting a central tendency around these scores.

After analysing the data, we can conclude that 11 students who get scored below 75 in the pre-test for the experimental class.



Specifically, the school applies a standard assessment criterion, known as the Minimum Competency Criterion (KKM), which is 75. In the experimental class, more than half of the students scored above this threshold. Following the assessment of the pre-test results, the next step for research was implementing an intervention, which designed to enhance students' reading proficiency and comprehension skills by implementing the pre-reading activity with Question-Answer Relationships (QARs) as the instructional strategy.

b. Pre-test of Control Class

The control class carried out a pre-test on March 7 2024. The purpose of this activity was to measure the students' initial comprehension. Furthermore, the main objective of this pre-test is to get an overview of students' comprehension abilities. The pre-test results in the control class are a starting point for comparing conventional learning without intervention.

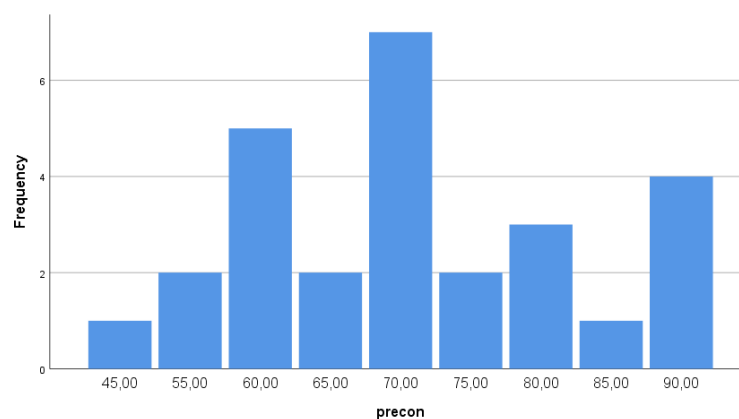
*Table 4. 2 The Result of Pre-test Control Class*

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>
1	ADK	70
2	AZA	60
3	AFH	60
4	AHS	90
5	AZ	70
6	AW	80
7	APR	90
8	APS	60
9	AW	80
10	DDPR	65
11	DNA	90
12	DM	80
13	KNP	85

14	LM	90
15	MBF	70
16	MFM	70
17	MI	70
18	MIM	65
19	MNFR	60
20	MNN	70
21	MNA	60
22	MSL	55
23	MFSP	75
24	NR	55
25	PPM	70
26	QDMA	75
27	VA	45
<b>AVERAGE</b>		<b>70,74074</b>

Based on table 4.1.3, pre-test scores for the control class provide varying levels of student abilities, the individual scores ranging from 45 to 90. Notably, the highest scores were 90, achieved by several students, while the lowest was 45. The class average was 70.74, indicating a moderate overall performance. These results provide a starting point for understanding the students' initial abilities. The following histogram graph shows how student scores are distributed visually:

*Histogram 4. 3 Control Class Pre-test Score*



In histogram 4.2 the control class pre-test scores shows that the distribution of student learning outcomes is in various score ranges. The student scores ranged from 45 to 90, with the most frequent score being 70, achieved by 7 students. Scores of 60 and 90 also had a prominent frequency, with 5 and 4 students respectively. Lower scores (45, 55) indicate that a small number of students experienced significant difficulties, while a large number of students scored between 60 and 70, indicating a similar range of performance. Higher scores (80, 85, 90) are less common. The average score of 70.74 is in line with the highest frequency of 70. This distribution shows that many students achieve at an average level.

#### **4.1.2 Data Analysis of Post-test**

Post-test activity was the last task given to students after intervention in the experimental class, in contrast to the control class the researchers only applied conventional learning without any specific treatment. During the post-test, students were required to answer 20 multiple choice questions in 45 minutes. The format used in the post-test is the same as the pre-test. This aims to evaluate whether there are differences results regarding classes given treatment and not.

##### **a. Post-test of Experimental class**

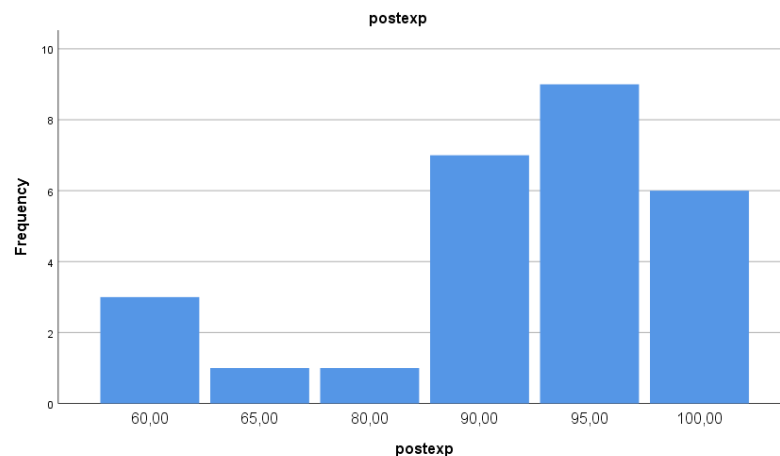
The post-test activity in this experimental class was conducted on May 22, 2024. The post-test was carried out after students were given treatment by implementing Pre-reading activity using by using QARS. Students were required to answer 20 multiple-choice questions that the researcher provided in this post-test exercise. The purpose of this post-test is to find out whether there is an improvement in reading comprehension after being given the intervention. The post-test results for the students are shown in Table 4.3 below.

Table 4. 3 The Result of Post-Test Experimental Class

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>
1	AZM	100
2	AYS	90
3	AN	95
4	AM	90
5	AR	100
6	APK	95
7	BPD	90
8	DKI	95
9	FZS	95
10	HFN	95
11	HA	100
12	KOR	95
13	MYA	90
14	MZ	95
15	MZA	90
16	MA	90
17	MRA	100
18	NZ	80
19	NMS	60
20	NTH	60
21	NF	100
22	OR	60
23	RJS	65
24	RA	90
25	RO	100
26	TII	95
27	ZN	95
<b>AVERAGE</b>		89,25

Based on table 4.3, the post-test results in the experimental class showed an average score of 89.25. The majority of students got a score above 90. However, there were also students who got low scores, such as 60 and 65. Overall, these results show that the learning method applied is effective in improving students' reading skills.

*Histogram 4. 4 Experimental Class Post-test Score*



The histogram above illustrates that the frequency distribution of post-test scores, especially in the experimental class, shows that the data has several different scores in varying frequencies. The group with the highest frequency is around 95.00 with a total of 10 students. Followed by a group at around 90.00 with a lower frequency have a total around 8 students. Additionally, a score of around 100.00 has 6 students. Nevertheless, scores around 80.00 and 65.00 have the lowest frequency of only 1 student. Furthermore, a score of around 60.00 has a medium frequency, total is 3 students. To conclude the frequency distribution, it can be inferred that most of the post-test scores in the experimental class are concentrated between 90.00 and 100.00. This shows that the experimental class obtained significant results after the treatment was carried out

b. Post-test of Control Class

Post-test activities in the control class were carried out on May 15, 2024. At this stage students were given conventional teaching and

there was no specific treatment. Then, students were asked to take a post-test at the end of the lesson. In the post-test activity, students of control class were asked to answer 20 multiple choice questions for 45 minutes. The purpose of this post-test is to determine students' abilities without any intervention during learning. The post-test results of control class students are presented in the following table;

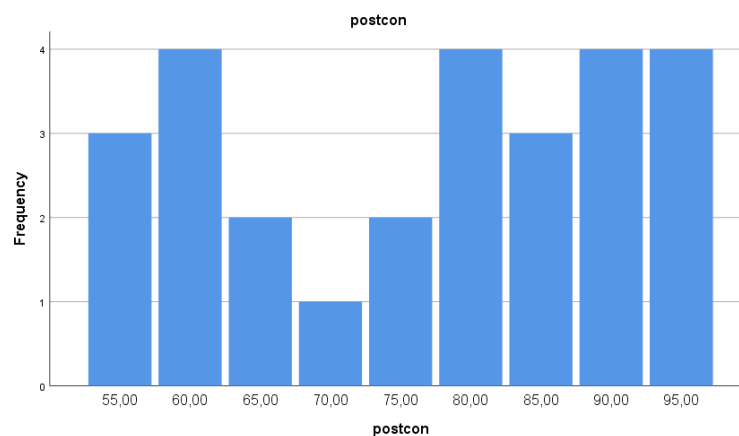
*Table 4. 4 The Result of Post-Test Control Class*

<b>NO</b>	<b>NAME</b>	<b>SCORE</b>
1	ADK	70
2	AZA	95
3	AFH	75
4	AHS	85
5	AZ	60
6	AW	90
7	APR	95
8	APS	80
9	AW	95
10	DDPR	75
11	DNA	95
12	DM	90
13	KNP	90
14	LM	85
15	MBF	55
16	MFM	60
17	MI	90
18	MIM	85
19	MNFR	80
20	MNN	80
21	MNA	65
22	MSL	60
23	MFSP	55

24	NR	65
25	PPM	60
26	QDMA	55
27	VA	80
<b>AVERAGE</b>		76,66

In table 4.4 The results of post-test in control class, provide there are several individuals who achieve a score of 95. However, there are also individuals who get a low score between 55 and 60. The overall average score is 76.66, which shows that the majority of individuals in academic value. Furthermore, this score shows the diversity of abilities and achievements among students.

Histogram 4. 5 Control Class Post-Test Score



The histogram show that posttest scores in the control class had different frequency distributions. The common scores were 60.00, 80.00, 90.00, and 95.00, and each score had 4 students. Specifically, scores between 55.00 and 85.00 included 3 students, less frequently than other scores. Conversely, a score between 65.00 and 75.00 indicates 2 students, while a score between 70.00 and 75.00 indicates 1 student per score. This distribution includes different score ranges, which indicating a relatively large spread of scores. In contrast to a normal distribution, there is no single high-frequency distribution

instead. The spread of scores indicates variation in performance among the control group, with no obvious concentration score in a narrow range. This pattern may reflect different factors that influenced posttest results in the control group.

### 4.1.3 Reading Test Result

*Table 4. 5 Descriptive Statistic*

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Preexp	27	50.00	90.00	72.4074	10.50370
Precon	27	45.00	90.00	70.7407	12.06582
Postexp	27	60.00	100.00	89.2593	12.76290
Postcon	27	55.00	95.00	76.6667	14.07398
Valid N (listwise)	27				

Table 4.5 above provide the reading test scores of the experimental group and the control group. The results of the data analysis in this research include descriptive statistical measurements, this is help to understand the distribution and characteristics of the pre- and post-test scores both in two classes. The experimental class (preexp) consist of 27 students. The result of pretest scores shows ranged from 50 to 90 with a mean score is 72.41 and the standard deviation is 10.50. Furthermore, the control class (precon), also consist of 27 students, had pretest scores from 45 to 90 with a mean score is 70.74 and the standard deviation is 12.07.

After doing the pre-test for knowing their initial abilities, the researcher was implementing pre-reading activities using the QARS in the experimental class. The result posttest in the experimental class (postexp) showed a significant increase, this is proven with a score range from 60 to 100, with a mean score is 89.26, and the standard deviation of 12.76. Conversely, the control class (postcon) that used conventional methods obtained posttest scores from 55 and 95, with a mean score is 76.67 and the standard deviation of 14.07. From this analysis, it was obvious that the experimental group have been increase in reading comprehension compared to the control group. Therefore, the results indicate that pre-reading activities using the QARS was effective.







items. Therefore, researchers have more options that can be reduced to 20 items for post-test questions.

#### 4.1.5 Reliability Test

Reliability tests are examinations used for checking the consistency and reliability of instruments. The outcome of this test refer to the extent the values, which obtained from the instrument are consistent when repeated under comparable circumstances. In this study, the researcher tested the results of valid item for post-test and pre-test questions using a reliability test. The general approach used by the author to measure reliability is the Cronbach's Alpha. If the Cronbach's Alpha value obtained is equal to or more than 0.08 then it can be said to be good. The researcher utilizes Microsoft Excel in this study.

Figure 4. 3 Reliability Testing Pre-Test

responden	x1	x2	x3	x4	x5	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x20	x21	x23	x24	nilai	
resp. 1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	15
resp. 2	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	15
resp. 3	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	16
resp. 4	0	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	15
resp. 5	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	16
resp. 6	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	16
resp. 7	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17
resp. 8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
resp. 9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
resp. 10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
resp. 11	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	16
resp. 12	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16
resp. 13	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	15
resp. 14	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	5
resp. 15	1	0	1	1	0	1	0	1	0	1	1	1	1	1	0	0	1	0	0	0	0	9
resp. 16	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	16
resp. 17	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	4
resp. 18	0	0	1	1	0	0	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	10
resp. 19	0	0	0	0	0	0	1	1	1	0	0	0	1	1	1	1	1	1	1	0	0	9
resp. 20	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	16
resp. 21	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1	1	15
resp. 22	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	16
resp. 23	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	1	1	1	1	9
resp. 24	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	15
resp. 25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
resp. 26	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	15
resp. 27	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	5
<b>varian total</b>																						<b>20,95</b>
<b>varian butir</b>	0,1994	0,2564	0,1934	0,037	0,1567	0,0712	0,1934	0,1795	0,2593	0,1934	0,2422	0,2564	0,1567	0,1795	0,1567	0,1567	0,1567	0,1567	0,1567	0,2422		<b>3,618</b>
<b>nilai cronbach alpha</b>				<b>0,871</b>																		
<b>standar</b>				<b>0,6</b>																		
<b>keterangan</b>				<b>reliable</b>																		

After conducting a reliability test on the pre-test item, A Cronbach Alpha value was obtained 0,871 Therefore it can be concluded that if the value is more than 0.08 then the data can be said to be reliable and suitable for testing on the sample.

Figure 4. 4 Reliability Testing Post-Test

responden	x1	x2	x3	x6	x8	x9	x11	x12	x14	x16	x17	x19	x21	x23	x24	x25	x26	x27	x29	x3	nilai	
resp.1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	15
resp.2	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18
resp.3	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	17
resp.4	1	0	1	0	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0	7
resp.5	1	1	1	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	1	0	0	7
resp.6	0	1	1	0	1	0	1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	11
resp.7	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	14
resp.8	1	1	0	1	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	7
resp.9	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0	7
resp.10	1	1	0	0	0	0	0	1	1	1	0	0	1	1	0	0	1	0	1	0	1	8
resp.11	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	4
resp.12	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	16
resp.13	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	15
resp.14	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
resp.15	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
resp.16	1	0	1	0	1	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	0	10
resp.17	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	15
resp.18	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	17
resp.19	1	1	0	0	1	1	0	1	1	0	0	1	0	0	1	1	1	1	0	1	0	11
resp.20	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	5
resp.21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
resp.22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	18
resp.23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20
resp.24	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
resp.25	1	1	1	0	1	0	0	0	1	0	1	1	0	1	0	0	1	1	0	1	0	11
resp.26	1	1	1	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	8
resp.27	1	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	5
varian total																						31,71
varian butir	0,1567	0,13105	0,21652	0,25926	0,21652	0,13105	0,24217	0,25926	0,25071	0,24217	0,25926	0,25926	0,18943	0,24217	0,25071	0,25071	0,13105	0,17349	0,25926	0,2564	4,393	
nilai cronbach alpha					0,907																	
standar					0,5																	
keterangan					reliable																	

Based on the results of the reliability test in the post-test, the Cronbach's Alpha value obtained was 0.907, this value shows that the data has quite high reliability. In general, Cronbach's Alpha values above 0.80 are considered to meet research standards. Therefore, with a Cronbach's Alpha value of 0.907, it is concluded that the measurement instrument is reliable and worthy of being tested.

#### 4.1.6 The Result of Normality Test

The purpose of the normality test is to determine whether or not the data is normally distributed. The normal distribution is a foundation of statistic method. The test was using interval data for analysis in parametric test. There are several methods used in normality tests including visual and numerical methods. Regarding the normality test, researchers was using numerical methods, such as the Shapiro-Wilk test and the Kolmogorov-Smirnov test. This is because the test has a more accurate sensitivity and often used to find out data normality. The data is said normal if P value greater than or equal to the significance level ( $\alpha$ ), 0.05. The following are the results of the normality test;

Table 4. 6 The Result of Normality Testing

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Preexp	.190	27	.013	.935	27	.093
Precon	.154	27	.099	.949	27	.199
Postexp	.338	27	.000	.715	27	.000
Postcon	.149	27	.127	.901	27	.014

a. Lilliefors Significance Correction

Based on the table above, the results of the significance value showed that the experimental class have 0.013, while the post-test value showed a significance is 0.00. This indicates that the pre- and post-test data for the experimental class was non-normally distributed, because the significance value is less than 0.05. Conversely, the data normality in the control class showed a pre-test significance value is 0.099 and a post-test significance value is 0.127, both of them are greater than 0.05. This indicates that the pretest and posttest data in the control group are normally distributed.

#### 4.1.7 The Result of Homogeneity Test

The objective of this homogeneity test is to identify the extent to which the data being analyzed is homogeneous. This test is crucial as a necessity before running a parametric test. The outcomes of the post-test from experimental and control classes were served as the basis for the data. The researcher was tested by using SPSS.25.

Table 4. 7 The result of homogeneity testing

		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	2.319	1	52	.134
belajar	Based on Median	2.094	1	52	.154
siswa	Based on Median and with adjusted df	2.094	1	46.434	.155
	Based on trimmed mean	2.808	1	52	.100

Based on the table above, the results of the homogeneity using the Levene test can evaluate the resemblance of variance between the classes. Furthermore, Levene's statistical value based on the mean is 2.319 with a significance 0.134. while based on the median, the statistical value is 2.094 with a significance 0.154. based on median with df produces a statistical value of 2.094, with a significance of 0.155. while in the last section based on the trimmed mean, the statistical value is 2.808 with a significance 0.100. This is can be indicated that almost all of the significance values obtained are greater than 0.05. Therefore, the variance between groups can be considered homogeneous. Thus, the assumption of homogeneity of variance is met, which is an important prerequisite for some advanced statistical analyses.

#### **4.1.8 The Result of Mann Whitney U-Test**

The Mann Whitney U test or frequently referred to as a non-parametric test, is a test for comparing two independent variables to find out whether the data have identical population. This test can be utilized to substitute the T test, if the data were not normally distributed or homogeneous. Apart from that, this kind of test can be adopted when there is substantial ordinal data or numerous outliers. The objective of the Mann Whitney U test is to determine the null hypothesis ( $H_0$ ) if two populations have a similar distribution, and the alternative hypothesis ( $H_a$ ) if the two populations possess distinct distributions.

In light of the data non-normal or non-homogeneous distribution, the Mann Whitney U test was employed in this research. As shown by the table, the distribution of the data was not normal. As a result, the researcher selected to use this test as an alternative hypothesis test in the present study. Regarding the hypothesis results, it can be said that there is a significant difference among the experimental class and the control class, if the value of asymp. Sig.  $< 0.05$ , so  $H_0$  (null hypothesis) will be rejected and the alternative hypothesis ( $H_a$ ) will be accepted.

Table 4. 8 Mann Whitney Statistic

hasil belajar siswa	
Mann-Whitney U	158.000
Wilcoxon W	536.000
Z	-3.622
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: kelas

The average reading assessment score for the Experiment class was 35.15 from the 27 students, whereas the average score for the Control class was 19.85 out of 27 students, as indicated in statistical table 4.8. The total quantity of students get involved in this research were 54 students.

Table 4. 9 Mann Whitney U-Test

Ranks				
	kelas	N	Mean Rank	Sum of Ranks
hasil belajar siswa	post-test experimental	27	35.15	949.00
	post-test control	27	19.85	536.00
	Total	54		

According on the sig table for the Mann Whitney U-Test Asymp. For both of the Experiment class and the Control class, the reading Test outcome was 0.00, or beneath 0.05.  $H_0$  (null hypothesis) will be refused attributed to the Asymptotic significance level of less than 0.05. Additionally, the alternative hypothesis,  $H_a$ , will be accepted, which indicates that the experimental class average score beyond the average of the control class. It was determined that pre-reading by using QARS significantly improves reading comprehension.

## 4.2 Discussion

In the present study, researchers used pre-reading activities by using QARS. The objective to improve reading comprehension. As it should be, reading has several stages which have to be implemented, one of them is pre-reading. The pre-reading activities is to help the readers activate their schemata that they already have and also help the readers gain new information or knowledge (Yuniko,2020). Therefore, by implementing Pre-reading stage can assist students to acknowledge; in addition, it may provide students a broad perspective. For carrying out pre-reading, researchers combine a question and answer strategy (QARS). According to Cole and Chan (1994: 170), questioning is an interactive process which aims to engage students in the learning process and draw forth thoughtful responses. In line with the implementation of QARS, this strategy offers solutions to address issues troubling current practices, particularly involving students who often receive little literacy instruction aimed at promoting higher-order thinking about texts (Rafael and Au, 2005: 218)

The primary focus of the research sample, including eleven grade at MAN 1 Malang. Furthermore, the researcher used an experimental quantitative research as methodology, to obtain the data from pre- and post-test scores, both the experimental and control groups. Before conducted the study, the researcher carried out pre-research. Through the result, the researcher found that students have various characteristics. This is influence their learning outcomes. Researchers also observed that students had quite low motivation regarding reading skill. In other hand, students also taught that learning a foreign language is hard to understand, because they do not use in daily language. However, after the researchers observed both in class and conducted a few interviews with English teachers, the majority of students could be said at level A2 for reading level. Moreover, the sample has continuity with this research. Thus, the researcher decided class XI F for the experimental group and class XI C for the control group. There were 27 students in each of the classes, for a total sample is 54 students. The purpose of choosing this specific kind of class was to investigate the differences between classes which given intervention, whether there were



significant results, especially in reading comprehension after being given treatment.

During the study, the researchers treated the experimental class by applying QARS to the pre-reading activity. This activity is carried out to increase student reading proficiency. Throughout the process, the researchers were using pre-reading activities and QAR strategic. The activity could help activating students' prior knowledge, providing a general overview, and also potentially enhancing their critical thinking skills. Apart from that, the main activity was teaching students to construct question-answers, such as predictive questions. The predictive question was asking students to create questions as predictions, before they are given the main text. Specifically, students have to make these questions by adjusting the QARS indicators. Following their completion of creating question-answer as prediction, students are requested to survey the text by reading intensively. This activity is very beneficial in increasing student retention. After students have finished reading text, a next phase is to inquire students for comparing their findings as the predictions, with the content that they recently read. The researcher instructed them to form a small group to facilitate discussion of their findings.

Contrary to the experimental class, that was given intervention, the control class did not receive pre-reading activity by using QARS for their treatment. In the present study, the researcher was applying conventional teaching for control class. Apart from that, the researcher was not utilizing any media in the teaching and learning process. Researchers solely employ student textbooks as learning materials. It could be said that researcher applying the researcher-center learning method, without giving students the opportunity to explore further the learning experiences. Therefore, students tend to get bored easily and are less able to understand reading skills.

Through the process by using different methods between the experimental class and the control class. The average scores for the two classes also show disparities. The average post-test score in the experimental class was 89.25, showing that the students' post-test scores achieved the minimal competency requirements. This improvement is also influenced by giving the treatment. Based

on the intervention that they received, the researchers concluded that students in the experimental group were able to apply the QARS classification to analyze questions, this is in line with what they obtained in making predictive question types based on the QARS strategy in pre-reading. Therefore, students are able to focus and estimate to answer the questions given. Conversely, the control class's post-test score was approximately 76.666, which is too close to the school's minimal competency criterion value. However, there is still a slight improvement through the conventional learning that have been taught.

The following stage for the researcher was to conduct homogeneity and normality tests after completing the post-test activities. The objective of these tests is to determine whether the data is homogeneous and normally distributed. Nevertheless, after carrying out the test, it was found that the distribution of the data did not meet normal, while the homogeneity results obtained met the standard. Thus, if one of these tests does not meet the standards, the T test cannot be carried out. Therefore, the researcher uses the Mann Whitney U alternative hypothesis, for non-parametric tests. The purpose of this test is to determine whether the two classes different significantly from one another.

The non-parameteric test carried out by researchers in this study was the Mann-Whitney U test. According to Milenović, Ž. (2011), the Mann-Whitney U Test statistical technique is a method in statistics for testing differences between two independent groups on a continuous scale. This test is a non-parametric alternative to the t test for independent samples. In contrast to the t-test which compares the average value between two groups, the Mann-Whitney U test compares the median of the two, if the data does not meet normal or homogeneous standards. This was based on the fact, that the data study was not normally distributed, even though the data have standard that meets the normality test. The results of statistical analysis in non-parametric tests show the value of asymp.Sig. (2-tailed) of 0.000. Thus, it can be concluded that  $H_a$  (Alternative Hypothesis) is accepted and  $H_0$  (null hypothesis) is rejected because the P value is 0.000 which is 0.05 smaller. As a result, class XI F, the experimental class in this study, had a particularly large impact on the reading comprehension abilities of MAN 1 Malang students.

The findings of this study affirm previous studies by Robiatul Adawiyah (2019), which found that pre-reading can enhance students' reading comprehension abilities by analysing the question. In line with Ditya Aprilia, the study also shows the improvement by presenting QARS through the media, therefore the student can achieve higher academic. Aside from that, research by Viera Budyariesqa (2018) leads us to the conclusion that the QARS method works, particularly when combined with pre-reading activities. In this approach, the activity can improve students' abilities, as well as hone their critical thinking skills in formulating predictive questions, which truly assists students develop their reading skills.

Entirely, previous studies have shown that the QARS strategy is an effective method in improving students' reading comprehension. These results are consistent with the findings in this study, which show that pre-reading activities using QARS can significantly improve students' reading comprehension at A2 level on hortatory texts. This study strengthens the evidence that QARS is a useful strategy in reading education, particularly in improving students' critical, collaborative and creative thinking skills.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this final chapter, the researcher provides the conclusion regarding the previous chapter in this study. Beyond that, the researcher also presents suggestions from students, english teachers, and future researchers who will conduct the study with an affinity for this subject matter. The research study was carried out in February–May 2024 on the second grade student at MAN 1 Malang.

#### **5.1 Conclusion**

Based on the findings and discussion in the previous chapter, it was shown that implementing a pre-reading activity by using QARS has significant differences between the control class and the experiment class, especially in both post-tests. The result of the post-test in the control class showed an average score of 76.66, while the experimental class had an average score of 89.25. Thus, it can be concluded that the intervention can improve their reading ability. Even though there are significant score differences, both of them were above the standard minimum criteria, namely 75. Furthermore, the researcher was using an alternative test, namely the Mann-Whitney U-test; the test was indicated as Sign. (2-tailed) 0,000. If the result was lower than 0.05, it can be said that the null hypothesis ( $H_0$ ) was rejected while the alternative hypothesis ( $H_a$ ) was accepted. As a result, the pre-reading activity using QARS was successful in improving reading comprehension.

The research study contributes theoretically and practically regarding the study in the English academy. In terms of theory, the study was about how to improve reading comprehension. Through the application of teaching pre-reading activities by using QARs as a combining strategy, it can increase student engagement. Moreover, this research enhanced their understanding of many factors that influence the effectiveness of teaching reading. As part of that, this research finding also fosters constructivism theory in the learning process. This research also identifies the effectiveness of combining strategies, namely, pre-reading activities and QARS, such as making prediction questions and answers and small group discussions, which improve student reading comprehension.

Conversely, the practical terms highlighted the implementation pre-reading activity by using QARS. Many teachers in the English academy can adopt this strategy to enhance student reading comprehension. This strategy was not created strictly for the researcher-center method, but students can easily explore the material being taught through the pre-reading activities presented. The recommendation in this study can be implemented directly; therefore, it can help English teachers arrange the lesson plan.

## **5.2 Suggestion**

In this section, the researcher presents suggestions for students, teachers, and further researchers who will conduct research in this field. This suggestion may help to give references that help the teaching and learning process:

### **5.2.1 Student**

For students, it is crucial to be aware the learning process in class, such as being actively involved in group discussions, studying related material independently, and it is hoped that students can take the initiative to practice to improve reading comprehension.

### **5.2.2 Teacher**

For teachers, the researcher hopes this study can be applied to improve reading comprehension skills, especially in learning materials that contain a lot of reading text. Apart from that, in the pre-reading activity by using QARS, the researchers can explore learning material by utilizing multimedia creatively to create a collaborative learning environment. Therefore, students can easily understand and provide feedback.

### **5.3.3 Further Research**

For further research, it is advised to always advance and enhance this research by evaluating this approaches, in order to increase students' reading comprehension. Furthermore, the next study are expected to be able examine either the motivation levels of students or the long-term impacts of the strategies that have been developed in this study. Additionally, since not all samples can typically be subjected to the same

research procedures, it is thought that future researchers will be able to choose carefully

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# APPENDICES

*Appendix I Research Completion Letter*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG  
MADRASAH ALIYAH NEGERI 1 MALANG**

Alamat : Jalan Raya Putatlor Gondanglegi (0341) 879741, Kode Pos 65174  
Website : <http://www.mandagi.sch.id>, Email: [infoman1malang@gmail.com](mailto:infoman1malang@gmail.com)

**SURAT KETERANGAN**

Nomor : B-1207/Ma.13.35.01/PP.00.06/05/2024

Yang bertanda tangan dibawah ini :

Nama : Titien Sumartin, S.Pd  
NIP : 197103182003122001  
Jabatan : PIt. Kepala Madrasah  
Unit Kerja : MAN 1 Malang

Surat dari Universitas Islam Negeri Malik Ibrahim Malang Nomor : 37/Un.03.1/TL.00.1/01/2024 perihal : Permohonan Izin Observasi Penelitian mahasiswa program studi S1 Pendidikan Tadris Bahasa Inggris, dengan ini kami menerangkan dengan sebenarnya bahwa :

Nama : Alif Jihan Affah  
NIM : 200107110012  
Program Studi : Tadris Bahasa Inggris  
Universitas : Universitas Islam Negeri Malik Ibrahim Malang  
Tema/Judul/Survey/Research : ***“The Effectiveness of Pre-Reading by Using QARS Towards Students Reading Comprehension at B1 Level”***

Telah Menyelesaikan Survey/Studi Pendahuluan di MAN 1 Malang pada tanggal 13 Maret s.d 22 mei 2024

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Malang, 27 Mei 2024  
PIt. Kepala



**Titien Sumartin**



Dokumen ini telah ditanda tangani secara elektronik.

Token : eub3gp

*Appendix II Validation Sheet*

**C. Validation Sheet**

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of instrument with basic competencies					✓
2.	Clarity of instrument on each question in the research instrument					✓
3.	The research instrument is relevant with the research objectives					✓
4.	The research instrument can help the researcher find out students' abilities in reading comprehension.					✓
5.	The research instrument is easy to understand					✓
6.	The research using proper grammar.					✓
7.	The choice of answers is appropriate and logical in terms of material				✓	
8.	Each question corresponds to a QARS category					✓
9.	The instrument meet the bloom taxonomy question					✓

**D. Suggestion**

*Revise Question number 19*

**E. Conclusion**

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please cross out (a,b,c, or d) the answer that doesn't match the conclusion you gave.

- a. The instrument can be used without revision.
- b. The instrument can be used with slight revision.
- c. The instrument can be used with many revision.
- d. The instrument can be used.

Malang, February 05 2024  
Validator,



Ima Mutholiatil Badriyah, M.Pd  
198312172023212017

*Appendix III Basic Competencies*

<b>Elemen</b>	<b>Capaian Pembelajaran</b>	<b>Lingkup Materi</b>	<b>Tujuan Pembelajaran</b>
Membaca ( <i>Reading</i> )	<p>Pada akhir Fase ini, peserta didik diharapkan mencapai kemampuan yang ditargetkan dalam mata pelajaran Bahasa Inggris wajib dan mampu memahami gagasan utama dari teks tulisan, baik dalam bentuk cetak maupun dalam visual, baik teks tunggal maupun ganda, yang kompleks baik topik konkrit terkait kejadian-kejadian di lingkungan sekitar, maupun abstrak terkait isu mutakhir atau topik terkait mata pelajaran lain dalam teks naratif, eksposisi, dan diskusi.</p> <p><i>At the completion of Phase F, students are expected to achieve the targeted competence in the compulsory English subject, and can comprehend main ideas of complex written texts, both in print and on screen, single or multiple, both on concrete and abstract topics (on events in their surrounding and current issue), including the discussion on specialised ones relevant to other subjects in the curriculum in three text types: Narrative, Exposition and Discussion.</i></p>	Hortatory Exposition Text	<ol style="list-style-type: none"> <li>1. Mengidentifikasi karakteristik dari teks eksposisi hortatorik, yaitu adanya: tesis, argumen, dan rekomendasi;</li> <li>2. Mengidentifikasi ciri-ciri kebahasaan dari teks eksposisi hortatorik. Bab ini difokuskan pada pembahasan abstract noun, modal adverb, dan temporal connective;</li> <li>3. Memahami informasi implisit dan eksplisit (ide pokok dan informasi detail) dari teks yang dibaca dan didengar;</li> <li>4. Menulis teks eksposisi hortatorik dengan memperhatikan struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks; dan</li> <li>5. Mempresentasikan teks eksposisi hortatorik yang telah ditulis dengan memperhatikan struktur teks, unsur kebahasaan, dan fungsi sosial secara benar dan sesuai konteks</li> </ol>

*Appendix IV Rubric Instrument*

**RUBRIC INSTRUMENT**

Type of Test	Type of QARS	Indicator	Number	Bloom Taxonomy		
Pre-Test	Right There Question	Students can identify explicit information, connect questions to specific text details, and reproduce factual information directly from the text, fostering reading comprehension.	1	C1	Select	Remembering
			2	C1	Tell	
			3	C1	Identify	
			4	C1	When	
			5	C1	Define	
			6	C1	Examine	
	Think & Share Question	Students can integrate information from various text sections, fostering contextual understanding, critical analysis, and deeper comprehension (such as determining the structure text, language feature, and social function)	7	C2	Show	Understanding
			8	C2	Explain	
			9	C2	Indicate	
			10	C2	Explain	
			11	C3	Choose	Applying
			12	C3	Construct	
	Author And Me	Students to relate text information to personal experiences, analyze the author's perspective, and express individual opinions.	13	C3	Discover	Evaluating
			14	C4	Conclude	
			15	C4	Analyze	
			16	C4	Infer	
			17	C5	Select	
				18	C5	Decide

	On My Own	Students to express personal opinions, connect text information to their experiences, and apply independent thinking.	19	C6	Create	Creating
			20	C6	Hypothesize	

Type of Test	Type of QARS	Indicator	Number	Bloom Taxonomy		
Post-Test	Right There Question	Students can identify explicit information, connect questions to specific text details, and reproduce factual information directly from the text, fostering reading comprehension.	1	C1	Select	Remembering
			2	C1	Tell	
			3	C1	Identify	
			4	C1	When	
			5	C1	Define	
			6	C1	Examine	
	Think & Share Question	Students can integrate information from various text sections, fostering contextual understanding, critical analysis, and deeper comprehension (such as determining the structure text, language feature, and social function)	7	C2	Indicate	Understanding
			8	C2	Explain	
			9	C2	Show	
			10	C2	Explain	
			11	C3	Choose	Applying
			12	C3	Choose	
	13	C3	Discover			
	Author And Me		14	C4	Select	Evaluating



		Students to relate text information to personal experiences, analyze the author's perspective, and express individual opinions.	15	C4	Conclude	
			16	C4	Analyze	
			17	C5	Infer	
			18	C5	Decide	
	On My Own	Students to express personal opinions, connect text information to their experiences, and apply independent thinking.	19	C6	Create	Creating
			20	C6	Design	

***Choose the best answer by crossing the letter a, b, c, d or e!***

### **Why Financial Literacy Matters**

Financial literacy is crucial for helping consumers to manage several factors. Among them, financial decision options, complexity of savings and investment options, the changing of financial environment, persistent gap between haves and have-nots, and also save enough to provide adequate income in retirement while avoiding of debt that might result in bankruptcy, defaults, and foreclosures. There are some reasons why financial literacy matters.

First, in its “Report on the Economic Well-Being of U.S. Households in 2019,” the Board of Governors of the U.S. Federal Reserve System found that many Americans are unprepared for retirement. One-fourth indicated they have no retirement savings, and fewer than four in 10 of those not yet retired felt that their retirement savings are on track. Among those who have self-directed retirement savings, nearly 60% admitted to feeling low levels of confidence in making retirement decisions?

Second, low financial literacy has left millennials—the largest share of the American workforce—unprepared for a severe financial crisis, according to research by the TIAA Institute. Even among those who report having a high knowledge of personal finance, only 19% answered questions about fundamental financial concepts correctly. Forty-three percent report using expensive alternative financial services, such as payday loans and pawnshops. More than half lack an emergency fund to cover three months’ expenses, and 37% are financially fragile (defined as unable or unlikely to be able to come up with \$2,000 within a month in the event of an emergency). Millennials also carry large amounts of student loan and mortgage debt—in fact, 44% of them say they have too much debt.

Though these may seem like individual problems, they have a broader effect on the entire population than previously believed. All one needs is to look at the financial crisis of 2008 to see the financial impact on the entire economy that arose from a lack of understanding of mortgage products (creating a vulnerability to predatory lending).

The conclusion from why financial literacy matters is because financial literacy is an issue with broad implications for economic health, and an improvement can help lead the way to a global economy that is competitive and strong.

1. According to the findings of the Board of Governors of the U.S. Federal Reserve System, select what percentage of retirement savings admitted to feeling low confidence?
  - a. 20%
  - b. 40%

- c. 50%
  - d. 60%
  - e. 70%
2. Please tell why does low financial literacy make the millennial generation unprepared to face a severe financial crisis, as mentioned in the TIAA Institute research?
    - a. Lack of employment
    - b. Lack of understanding financial concepts
    - c. Lack of emergency fund
    - d. High confidence
    - e. High investments
  3. Identify who did the research and found that many Americans were not ready for retirement?
    - a. Millennials
    - b. Board of Governors of the US Federal Reserve System
    - c. TIAA Institute
    - d. Financial expert
    - e. Retired
  4. When did the Board of Governors of the US Federal Reserve System find that many Americans were not ready to retire?
    - a. U.S Household Economic Well-Being Report in 2020
    - b. U.S Household Economic Well-Being Report in 2018
    - c. U.S Household Economic Well-Being Report in 2021
    - d. U.S Household Economic Well-Being Report in 2019
    - e. U.S Household Economic Well-Being Report in 2022
  5. Please define how the TIAA Institute determine the financial fragility of millennials, as mentioned in the text?
    - a. By assessing their knowledge of personal finance concepts.
    - b. By analyzing their levels of student loan and mortgage debt.
    - c. By evaluating the impact of expensive financial services on their finances.
    - d. By examining their ability to provide adequate income in retirement.
    - e. By investigating their lack of an emergency fund to cover three months' expenses.
  6. Please examine, in which sentences the main argument of the text is presented?
    - a. Financial literacy is crucial for helping consumers to manage several factors.
    - b. First, in its “Report on the Economic Well-Being of U.S. Households in 2019,”
    - c. Second, low financial literacy has left millennials—the largest share of the American workforce—unprepared for a severe financial crisis,

- d. Though these may seem like individual problems,
  - e. The conclusion from why financial literacy matters
7. Show the recommendation section written by the author ...
- a. At the beginning of the text
  - b. After presenting arguments
  - c. Throughout the entire text
  - d. In the conclusion
  - e. Simultaneously with introducing the issue
8. Explain the primary purpose of the introduction in the text.
- a. To summarize key points
  - b. To present the main arguments
  - c. To propose a solution
  - d. To provide supporting details
  - e. To prepare the reader for the text's content
9. Indicate the impact of financial fragility on the millennial generation based on the text above.
- a. Conservative use of credit cards
  - b. Increased reliance on alternative financial services
  - c. Extensive management of emergency funds
  - d. Low levels of student loans and mortgage debt
  - e. Heavy reliance on retirement plans
10. Based on the text, explain why financial literacy is considered important for economic health.
- a. Increase social inequality
  - b. Strengthen the global economy
  - c. To reduce competition
  - d. To avoid alternative financial services
  - e. Rely on traditional banking services
11. Choose the correct meaning of the text "financially fragile"?
- a. Able to come up with \$2,000 within a month in an emergency.
  - b. Unprepared for a severe financial crisis.
  - c. Unable or unlikely to come up with \$2,000 within a month in an emergency.
  - d. Having excessive student loans and mortgage debt.
  - e. High knowledge of personal finance
12. Construct the purpose of using temporal connective in hortatory text!
- a. Indicating similarity between two ideas
  - b. Expressing the author's feelings
  - c. Connecting ideas temporally or chronologically

- d. Providing examples that support the argument.
  - e. Showing the conclusion
13. Discover an example of a modal adverb that can be found in hortatory text!
- a. Often
  - b. In the near future
  - c. In several time
  - d. For several years
  - e. For instances
14. Conclude the author's view regarding the importance of financial literacy for the millennial generation.
- a. The author considers financial literacy to be no longer relevant for the millennial generation.
  - b. The author emphasizes the importance of financial literacy for the millennial generation.
  - c. The author believes that financial literacy is only important for retirees.
  - d. The author is indifferent to the financial literacy of the millennial generation.
  - e. The author criticizes the millennial generation for their lack of financial knowledge.
15. Analyze how the author support the argument that low financial literacy affects the entire population!
- a. By providing statistical data on millennial generation debt.
  - b. By discussing the impact of the 2008 financial crisis.
  - c. By promoting alternative financial services.
  - d. By ignoring the broader implications of financial illiteracy.
  - e. By highlighting the achievements of financially successful individuals.
16. Infer how the author convey the importance of overcoming financial illiteracy in his text!
- a. By praising the accomplishments of financially literate individuals.
  - b. By underestimating the financial challenges facing the millennial generation.
  - c. Refers to the 2008 financial crisis and its wider impact.
  - d. By ignoring the need for improvements in financial education.
  - e. By blaming millennials for their financial difficulties
17. Select the evidence or examples that claim many Americans were unprepared for retirement!
- a. Personal anecdotes from the author's life.
  - b. Statistical data report from the Federal Reserve's 2019.
  - c. Fictional stories about retirement success.
  - d. Quotes from famous financial experts.

- e. Personal opinions on retirement planning.
18. Decide how does the author persuade the reader about the importance of financial literacy?
- a. The author relies on emotional anecdotes rather than factual information.
  - b. The author cites reputable sources and presents statistical data.
  - c. The author focusing solely on personal opinions.
  - d. The author avoids using any evidence.
  - e. The author only emphasizes personal achievements.
19. What is your suggestion to help millennials become more financially secure?
- a. Encourage them to use payday loans more often.
  - b. Tell them to use credit cards excessively.
  - c. Talk about the importance of having emergency savings.
  - d. Ignore the financial problems millennials face.
  - e. Recommend stricter rules for managing finances.
20. Why some people are hard to understand the financial well?
- a. Because they don't like money matters.
  - b. Due to excessive reliance on non-traditional financial services.
  - c. Limited access to educational materials.
  - d. Too much focus on saving for retirement.
  - e. Because they misunderstand about financial advice from experts

*Appendix VI Post-test question***Post test**

*Choose the best answer by crossing the letter a, b, c, d or e!*

**Students Should Be Allowed to Use Mobile Technologies in Class**

For hundreds of years, education has been closely connected to writing. Professors had been writing down their teaching, and students had been keeping notes after their class. Goose feathers and parchment changed to ballpoint pens and paper. With the emergence and development of mobile technologies, students nowadays tend to use smartphones or laptops in class more often than pens and paper. There are many arguments in favour of doing so.

First of all, let us face reality: people do not write as much today as they used to several years ago. This is especially true in the case of the youth: teenagers and young adults tend to feel more confident and comfortable typing on their devices rather than with handwriting. Keeping records after class requires a student to write extremely fast, which often decreases the readability of the notes taken. Sometimes it can be extremely difficult for a student to understand what he or she hurriedly wrote down in class. At the same time, typing on a smartphone or laptop helps write the important information down in a comprehensible and accurate way. Also, handwriting always involves grammatical mistakes, typos, blots, and so on.

Secondly, technology is something youth nowadays have got so accustomed to that without it, they operate less efficiently. Students are native to such devices as smartphones, laptops, tablets, and other gadgets, and naturally incorporate them in whatever they do, be it leisure time or studying. Not allowing students to use smartphone or tablet in class means to deprive them of something that is almost a part of them and of their daily lives. If young people know how to use technology to their advantage and increase their studying effectiveness with its help, why forbid them from doing it?

Thirdly, the use of mobile technologies helps make the studying process more engaging for students. For example, there are teachers who like to illustrate their teaching with photographs, charts, or interactive graphics. If students are using smartphone or laptop, a teacher can send them supplementary educational materials via email or in social media. Or, students may be able to look up contradictory and or insufficient information during the course or a lecture, and ask questions immediately. Smartphone and laptop also allow changing the format of teaching. Some teachers develop experimental ways of lecturing, and these new methods tend to show promising results. Needless to say such formats of studying are more appealing to young people who value their freedom and time, and prove to be extremely effective.

Based on the arguments above, allowing students to use smartphone and laptop in class would be a small but substantial change. Modern students are digital natives, and can effectively use technologies to their advantage. They would be able to not just take notes on lectures more effectively, but would also eagerly engage in new forms of studying such as remote studying, using interactive online materials, and so on.

1. According to the text, select what technology which help students operate more efficiently with?
  - a. Goose feathers
  - b. Ballpoint pen
  - c. Parchment
  - d. Mobile devices
  - e. Typewriters
  
2. Please tell the reason why do students tend to use smartphones or laptops in class more often?
  - a. They prefer drawing on devices.
  - b. They find it more comfortable than handwriting.
  - c. They like using pen and paper.
  - d. They are not allowed to use devices.
  - e. They enjoy listening to lectures
  
3. Please identify who does tend to feel more confident typing on their device compared to handwriting in class?
  - a. Professors and teachers.
  - b. Older generation.
  - c. Teenagers and young adults.
  - d. All students equally use traditional and digital tools.
  - e. Administrative staff
  
4. When does the text indicate difficulty for students to understand the written notes?
  - a. In free time.
  - b. After several years of using mobile technology.
  - c. When using a smartphone or laptop.
  - d. When students write very hurriedly during class.
  - e. When they have lack motivation.
  
5. Please define how does the use of mobile technologies make the studying process more engaging for students, according to the text?
  - a. By decreasing interaction
  - b. By limiting access to information
  - c. By making lectures more traditional
  - d. By providing supplementary materials
  - e. By prohibiting the use of device

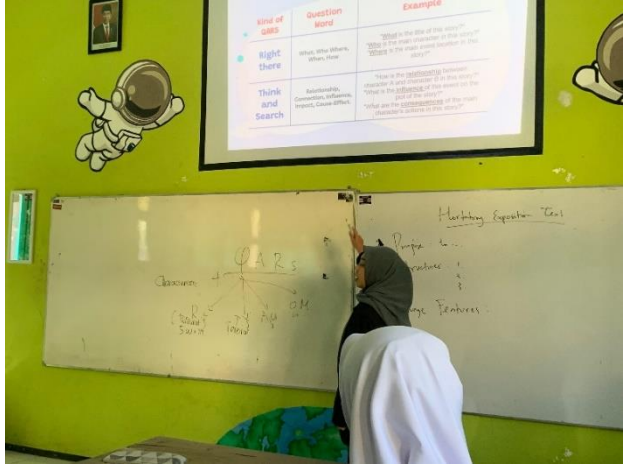


6. Please examine, where the main argument of the text is presented.
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 1 - 4
  - e. Paragraph 2 -3
  
7. Indicate the author's recommendation section.
  - a. At the start of the text
  - b. Following the presentation of arguments
  - c. During the whole text
  - d. In the conclusion
  - e. Concurrently with the introduction of the issue
  
8. Explain the main function of the introduction in a text!
  - a. To highlight supporting ideas
  - b. Outlining the argument
  - c. To make a solution suggestion
  - d. To offer evidence
  - e. To get the reader ready for the text's content.
  
9. Show the use of mobile technology how it helps students to understand what they write in class?
  - a. By reducing readability
  - b. By increasing grammatical errors
  - c. By providing additional educational materials
  - d. By limiting access to contradictory information
  - e. By prohibiting the use of smartphones
  
10. Explain why do teens and young adults feel more confident typing on their devices versus handwriting?
  - a. Because it is faster and has many features
  - b. Because it is too old-fashioned
  - c. Because it is calmer
  - d. Because it is more expensive
  - e. Because it's not interesting
  
11. Choose the following answer are benefits of using phone for writing assignment, except ...
  - a. Increasing readability
  - b. Improving grammatical errors
  - c. Providing additional educational materials
  - d. Limiting access to contradictory information
  - e. Increasing misunderstanding information

12. Find words that appear frequently in the text
  - a. Student
  - b. Nowadays
  - c. Effecient
  - d. Explain
  - e. Conventional
  
13. Choose the type of adverb of the underline word: "For hundreds of years, education has been closely connected to writing."
  - a. Adverb of time
  - b. Adverb of manner
  - c. Adverb of place
  - d. Adverb of frequency
  - e. Adverb of degree
  
14. Select the author's view regarding the use of mobile technology in the classroom?
  - a. Support
  - b. Neutral
  - c. Oppose
  - d. Not sure
  - e. Indifferent
  
15. Conclude how does the author provide the evidence or reason to support the argument that students should be allowed to use smartphones and laptops in class?
  - a. The author discusses the disadvantages of using technology
  - b. The author emphasizes the shortcomings of mobile devices
  - c. The author presents arguments in favour of allowing the use of technology
  - d. The author encourages a return to traditional methods
  - e. The author is still silent on this issue
  
16. Analyze the author perspective regarding the modern student in relation with technology.
  - a. Modern students are indifferent to technology
  - b. Modern students refuse to use technology
  - c. Modern students are uncomfortable with technology
  - d. Modern students are millennials who naturally utilize technology
  - e. Modern students prefer traditional methods over technology
  
17. Can you infer the argument that students are usually use mobile devices?
  - a. Yes, because student comfortable using mobile devices for learning than conventional tools
  - b. Yes, because student prefer traditional learning methods

- c. No, because student doesn't think using a mobile device is useful
  - d. No, because student indifferent to the use of technology in education
  - e. student never use mobile devices for studying
18. Decide reader's perspectives regarding the use of mobile technology in the classroom!
- a. Some people may argue that technology hinders effective learning
  - b. Some people may believe that mobile devices are not necessary for education
  - c. Some people may think that technology in the classroom is a distraction
  - d. Some people might advocate a total ban on mobile devices in schools
  - e. Some might argue that technology increases collaboration and engagement
19. Create your own preferences regarding the writing tools!
- a. Prefer pen and paper
  - b. Prefer to use a smartphone or laptop
  - c. Have no preferences
  - d. Rarely take notes
  - e. Use a combination of both methods
20. Design the guidelines or restrictions should be in place for students using mobile technology in the classroom?
- a. There are no restrictions guideline; Students must have complete freedom
  - b. The use is limited in certain times
  - c. Avoiding the mobile devices
  - d. Guidelines based on friends' preferences
  - e. Guidelines are determined by the students themselves

**Appendix VII Document**



*Appendix VIII Evidence of Consultation Guidance*

**LEMBAR BIMBINGAN PROPOSAL  
SKRIPSI**





Nama : Alif Jihan Afifah  
 NIM : 200107110012  
 Judul : The Effectiveness of Pre-reading Activity by Using QARS Towards Student Comprehension at A2 Level  
 Dosen Pembimbing : Rendhi Fatrisna Yuniar, M.Pd

<b>No.</b>	<b>Tanggal</b>	<b>Materi Bimbingan</b>	<b>Tanda Tangan</b>
1.	13 September 2023	Konsultasi Pertama dan Pengajuan Judul	
2.	26 September 2023	Konsultasi Outline	
3.	18 Oktober 2023	Bab 1	
4.	23 Oktober 2023	Revisi Bab 1	
5.	14 November 2023	Penyerahan Revisi Bab 1 & Bab 2	
6.	16 November 2023	Revisi Bab 2	
7.	27 Desember 2023	Penyerahan Revisi Bab 2 & Bab 3	
8.	28 Desember 2023	Penyerahan Revisi Bab 1 - 3	
9.	09 Januari 2023	Final Draft	

*Appendix IX Evidence of Thesis Consultation*

## LEMBAR BIMBINGAN SKRIPSI

Nama : Alif Jihan Afifah  
 NIM : 200107110012  
 Judul : The Effectiveness of Pre-reading Activity by Using QARS Towards Student Comprehension at A2 Level  
 Dosen Pembimbing : Rendhi Fatrisna Yuniar, M.Pd

No.	Tanggal	Materi Bimbingan	Tanda Tangan
1.	5 Maret 2024	Menyerahkan final draft setelah revisi sempro	
2.	5 Juni 2024	Menyerahkan bab 4-5	
3.	6 Juni 2024	Revisi bab 4 discussion	
4.	10 juni 2024	Menyarhkan revisi bab 4 + revisi treatment bab 3	
5.	11 juni 2024	Menyerahkan final draft	

**Appendix X Curriculum Vitae**

Nama Lengkap	: Alif Jihan Afifah	
Tempat, Tanggal Lahir	: Malang, 12 Oktober 2001	
Jenis Kelamin	: Perempuan	
Agama	: Islam	
Fakultas	: Tarbiyah dan Ilmu Keguruan	
Jurusan	: Tadris Bahasa Inggris	
Perguruan Tinggi	: UIN Maulana Malik Ibrahim Malang	
Alamat Rumah	: Jl. Tunggorono, Sumber Kembar, Dampit, Kab. Malang	
No. Hp/Telp	: 085856546652	
Alamat Email	: alifjihanafifah832@gmail.com	

**Riwayat Pendidikan**

- |              |                                    |
|--------------|------------------------------------|
| 1. 2006-2008 | : TK Muslimat Diponegoro           |
| 2. 2006-2014 | : SD Islam Diponegoro              |
| 3. 2014-2017 | : MTsN 1 Malang                    |
| 4. 2017-2020 | : MAN 1 Malang                     |
| 5. 2020-2024 | : UIN Maulana Malik Ibrahim Malang |

Malang, 08 Juni 2024

Mahasiswi,


Alif Jihan Afifah

Nim. 200107110012