THE EFFECT OF QAR (QUESTION-ANSWER RELATIONSHIPS) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE EIGHT YEAR STUDENTS AT SMP NEGERI 2 KOTO KAMPAR HULU

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ABSTRACT

The goal of the QAR strategy is helping the students in reading comprehension actively by analyzing various steps of questions. QAR (Question-Answer Relationships), which helps the students to answer the question based on the text. QAR is the best strategy that helps students in answering question and comprehending the text more effectively. This research was an experimental research. It was conducted at SMA Negeri 2 Koto Kampar Hulu which located on kampar regency. The population of this research was the eight year students of SMP Negeri 2 Koto Kampar Hulu in the second semester. They consisted of 123 students, which divided into 3 classes. The reason to choose eight year students in using QAR technique was this technique appropriate to intermediate level of students. This research focuses of QAR Strategy on students' Reading Comprehension. The instrument of this research is reading test. The data collection technique that writer used to analyzed data is t-test. The result of this study is taken from the quantitative data. It can be seen that there is improvement from the score pre-test (47.9) to that of post test (74,82) for experimental class and also the t-table 1.99 is smaller than t-observed 12.4. Moreover, it can be seen that after being taught by using QAR (Question-Answer Relationship) strategy, there is increasing of the students' reading comprehension and they can answer the question with more efficiently. The students can analyze how and where to answer the question effectively The results of these tests were taken as data of this research.

Key Words: Question - Answer Relationships Strategy, and Reading Comprehension

Introduction

Reading is one of the language skills that should be mastered by the students. And also for junior high school students like in SMP Negeri 2 Koto Kampafr Hulu that have studied reading since the first year of school. Moreover, reading is also the main reason of why students learn the language. Therefore, the main goal of teaching reading at junior high school students is to enable them to read the books, articles, or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer questions based on the reading text. The ability to comprehend something from reading material for

students who learn foreign language need to be improved.

The aims of teaching reading are to develop students' ability to read the material, to get information and to understanding about the text. The aims of teaching reading for the reader are to comprehend and to react to what is written. Therefore, their skill is not easy to be mastered, because the reader should have an ability to comprehend the author's message, the main idea, guessing vocabulary in context, and also finding reference and inference. The students should be able to read the English text actively, efficiently and to get information from the reading text.

Reading is an activity to get knowledge or information from written text is one of the skills that can be taught to the students by using many kinds of strategies. One of them is QAR (Question-Answer Relationships), which helps the students to answer the question based on the text. QAR is the best strategy that helps students in answering question and comprehending the text more effectively.

The writer chooses this topic because the writer knows that the students have problems in reading, so teacher should find the appropriate strategy to solve it. QAR (Question-Answer Relationships) strategy is one of the certain strategies to solve the readers' problem in reading. This strategy equips the students to determine the types of questions that being asked. QAR strategy is the best way in reading and makes the students understand how to comprehend the text. The goal of the strategy is helping the students in reading comprehension actively by analyzing various steps of questions.

In teaching and learning reading at SMP Negeri 2 Koto Kampar Hulu, there are some problems that are faced by the students. The students are not able to comprehend the text because the teacher could not teach reading well, for example the teacher did not apply some strategies in reading or teach his students properly. The second is the lack of vocabulary is also one of the big problems for the students. Sometimes the students tend to focus their full attention on very unfamiliar words they found and consult their dictionaries for its meaning. As a result the students do not have good understanding of what the text is about when the time is over and they cannot answer the questions correctly. Then, many students have difficulties in comprehending the text. Most of the students still have problems in finding factual information from a text, identify main idea, guessing vocabulary in context and also in identify reference and inference.

There are many strategies for reading comprehension such as, K-W-L, power thinking, problem solution, inquiry, questioning the author, reciprocal teaching, group work, summarizing, SQ3R and active reading strategy. But in QAR (Question-Answer Relationships) strategy has some activities that will help the student to focus with the text and they are able to answer the question correctly.

According to Raphael (1986:1) Question-Answer Relationships (QAR) is a strategy that enables that the reader to determine the type of questions being asked and where to find the information needed to answer the question.

In this strategy, students follow some steps, they are right there, think and search, author and reader, and on the students own. QAR strategy is easy to do because it is only ask the students to identify the questions that are given by the teacher.

Reading is very important, as it is means of seeking knowledge. Reading is one of four language skills. Edge (1993:105) states that reading as one of the receptive skills is the necessary skill in written communication.

Reading is an interactive process between what a reader has already known about the topic or subject and what the writer writes (Nunan 1991:30). Reading is complex process. It requires to bring readers' own knowledge of language to print page, to recognize the print meaning bearing the word, sentence, paragraph, and finally to author's messages. Moreover, readers must understand about the text which will depend on the meaning of the words, sentences and paragraph. The reader can find out the information of the text, and understand the text based on their knowledge about the text.

Reading is process of decoding a particular writing system into a language or process of getting meaning from written material. According to Marienne Celce –Murcia (1991: 200), we need to have techniques in order to get easy in comprehending a text. He said that "Reading is to learn unique thinking skills in which ESL/EFL learners must be have ability to comprehend the material from a text by using their own through activities which help them into an outline, be able to find comparison and contrast or cause and effect examples. Following an

argument in the text, choose relevant topic under discussion.

In addition, reading is a way of thinking to express our idea into a language. The reader has to be able to orginize words in sentences in which grammatically, structurally, and lexically correct, therefore and the reader must improve their vocabulary, the vocabulary is problem for the readers. The readers, bacame, necessarily and continually do the improvement of vocabulary.

According to Edge (1993: 33), to uderstand a reading text we must know its strategy, they are first, skimming, when we skim a text we read quickly. we just look at the heading or the main ideas in each paragraph; second, scanning, when we scan a text we are looking for a specific piece of information or specifics words. We ignore the information that is not relevant to our purpose. Scanning is useful strategy to apply when the questions ask the specific information; third, reading, when we read for detail, we read every words in the text and think carefully about the meaning of every sentence. It is often necessary to read certain section of a text in detail in order to answer the question correctly; fourth, inferring, give a logical guess on the fact or evidence present using the reader's pior knowledge; fifth, evaluating, encourage reader to form opinions, make judgments, and developing ideas from reading process.

The Nature of QAR

When the students have difficulty answering questions, the teacher often assume it is because they have not read carefully. However, it may actually be that they need to be taught how to analyze a question in

order to find the correct answers. The use of teacher-generated questions to probe for student comprehension of text is a strategy. Some comprehension questions can be answered readily on the basis of meaning that the reader derives from the surface structure, while other questions require the reader to create meaning by integrating conceptual information and previously acquired knowledge (Emma Cortese: 2011).

QAR as a way to help students improve their ability to answer comprehension questions, the QAR procedure is based on a three-way relationship among the question, the text, and the reader's prior knowledge. The procedure helps students learn to focus on the way that questions are written, and so helps them identify and make distinctions among the sources of information they can use to answer questions. The procedure follows a gradual release model of instruction, moving from entirely teacher directed to entirely student directed.

While the majority of comprehension taxonomies assume that questions can be classified as isolated entities, (Pearson and Johnson: 1987) developed a classification that emphasized the notion that questions do not exist in such a separate manner. They advanced three levels of questioning that are relative to the text to which they refer, as well as to the reader's knowledge base. Rather than consider question types, this perspective views questions by their implied QAR (Question-Answer Relationship). Pearson and Johnson defined Question-Answer Relationships as textually explicit (TE) if question and

answer are derived from the text and the relationship between the two was explicitly stated, textually implicit (TI) if one step of inference is necessary to answer the question and both question and answer are derived from the text, and scripturally implicit (SI) if a question is derived from the text and the answer is reasonable but nontextual in nature. The Pearson and Johnson taxonomy was the first to highlight the utility of identifying question types according to their relationship to text and reader, and, in doing. So, they are focused attention on the source of information for comprehension questions-in effect, categorizing a question according to the source of information required for the response (Raphael, 1982). The importance of children's ability to effectively access appropriate sources of information for responding to questions cannot be overstated.

According to Raphael (1986:1), Question-Answer Relationship (QAR) is a great way to help student figure out how to answer the question based on the text. He states that QAR is the best strategy that helps students in answering question and comprehending the text more effectively.

Question-Answer Relationship (QAR) is a strategy that enables the reader to determine the types of questions being asked and where to find the information needed to answer the questions. The QAR strategy presents a three way relationship between questions, the text content and the readers' knowledge.

Finally, from the explanation above, appropriate reading strategy in teaching reading should be implemented is Question Answer Relationships (QAR). And the

researcher is interested to search this case through this research with the title "The Effect of QAR (Question-Answer Relationships) Strategy to Improve Students' Reading Comprehension of the Second Year Students at SMP Negeri 2 Koto Kampar Hulu".

METHODOLOGY

This research was an experimental research. There were two variables: independent variable and a dependent variable. The independent variable is a variable that is a variable that is identified as a causal variable is taught to cause the dependent variable. Meanwhile, the dependent variable was a variable that identified as an effect, the result variable to be caused by the independent variable. In this case, the independent variable was teaching reading text by using QAR strategy and dependent variable was the results of teaching reading by using QAR strategy. In this research, the sample was divided into two groups: an experimental group and control group. The teaching reading by using QAR strategy was as experimental group and the teaching without QAR strategy was as the control group. The design of the research as follows:

Table 3.1
Variables of the Research

Group	Pre- Test	Treatment	Post-Test
E	Reading Comprehension Text	QAR Strategy	Reading Comprehension Text
C	Y1	-	Y2

Where:
E   : Experimental group
C   : Control group
Y1   : The Pre-test for both two groups
Y2   : The Post-test for both two groups
X   : Treatment of Experimental groups by using QAR strategy
-       : Teaching reading without using QAR

3.2 The Population and Samples
    3.2.1 The Population

Gay (1987:102) has stated that population is the group of interest to research or to which she/he like the result of the study to be generalize able. The population of this research was the eight year students of SMP Negeri 2 Koto Kampar Hulu in the second semester. They consisted of 123 students, which divided into 3 classes. The reason to choose eight year students in using QAR technique was this technique appropriate to intermediate level of students.

Table 3.2
Population of the students

No	Classes	Total Students
1.	VIII. 1	40
2.	VIII. 2	41
3.	VIII. 3	42
	Total	123

FINDINGS AND DISCUSSION

Pre-test is done by the students before the writer gives treatment to the experimental group. The purpose of administering the pre-test is to find out the students ability before the treatment begins. The score of the pre-test done by the students need to be taken into account as the data of

the research. As the writer explained in the previous chapter, there are 25 questions that should be done by the students in experimental group, and the result of the pre-test can be seen in the table below:

Table 4.1
The Result of Pre-Test Experiment Class

No	Name	X_1	X	X_1-X	$(X1-X)^2$
1	Ahmad Subhan	16	47,9	-31,9	1017,61
2	Aminullah	68	47,9	20,1	424,11
3	Bimbi Bimanyu	24	47,9	-23,9	571,21
4	Budi Utomo	20	47,9	-27,9	778,41
5	Camela	36	47,9	-11,9	141,61
6	Debi Tulus	44	47,9	-3,9	15,21
7	Diah Nesita. R	68	47,9	20,1	404,01
8	Dodi Arananda	16	47,9	-31,9	1017,61
9	Ega Budiyanto	44	47,9	-3,9	15,21
10	Heni Yulia	52	47,9	4,1	16,81
11	Hikmatul Hidayah	56	47,9	8,1	65,61
12	Jepri Marcelius	36	47,9	-11,9	141,61
13	Jeki Landika	52	47,9	4,1	16,81
14	Lina Dwi Yulianti	60	47,9	12,1	146,41
15	Linda Dwi Anggraini	60	47,9	12,1	146,41
16	M. Ikhsan Abdillah	32	47,9	-15,9	252,81
17	M. Juarno Saputra	68	47,9	20,1	404,01
No	Name	X_1	X	X_1-X	$(X1-X)^2$
18	M. Alan Dewantara	64	47,9	16,1	259,21
19	Maulana Abdul Azis	56	47,9	8,1	65,61
20	Meli Pramida	44	47,9	-3,9	15,21
21	Nanang. Y	52	47,9	4,1	16,81
22	Nur Fatimah	64	47,9	16,1	259,21
23	Feri Hendartanto	72	47,9	24,1	580,81
24	Purwa Rahayu	52	47,9	4,1	16,81
25	Reha Alfrana	52	47,9	4,1	16,81
26	Retno Wahyudi	52	47,9	4,1	16,81
27	Rian Saputra	56	47,9	8,1	65,61
28	Ricky Ramadhan	44	47,9	-3,9	15,21
29	Rido Yuswardani	36	47,9	-11,9	141,61
30	Rika Ovianti	52	47,9	4,1	16,81
31	Rizki Attoyib	28	47,9	-19,9	396,01
32	Ria Andriyani	36	47,9	-11,9	141,61
33	Sarah Herawati	56	47,9	8,1	65,61
34	Sekar Ayu Fajar Dini	44	47,9	-3,9	15,21
35	Suhada Saputra	52	47,9	4,1	16,81
36	Sukria Taufiq	40	47,9	-7,9	62,41
37	Tatik Wulandari	60	47,9	12,1	146,41
38	Titi Santika	48	47,9	0,1	0,01
39	Tumardiyah	56	47,9	8,1	65,61
40	Ulvia Rasmawati	64	47,9	16,1	259,21
41	Yolanda Saputri	32	47,9	-15,9	252,81
	Total	1964			8463,61

Based on the table computation above, it can be seen that the calculation of the students' score of pre-test of experiment class is 1964. The average of the students' score is 47,9 and variance of the data 211,59 and standard of deviation is 14,54.

Table 4.2
The Pre-test Result of Control Class

No	Name	X_1	X	X_1-X	$(X_1-X)^2$
1	Aspirli	20	38,3	-18,3	334,89
2	Adi Respelani	32	38,3	-6,3	39,69
3	Andi Supriandi	28	38,3	-10,3	106,09
4	Aprilia Nauli	52	38,3	13,7	187,69
5	Agustina Ginting	32	38,3	-6,3	39,69
6	Ahsanul Holikin	40	38,3	1,7	2,89
7	Andian Agung	48	38,3	9,7	94,09
8	Andri Siswa Heni	28	38,3	-10,3	106,09
9	Anif Miftahudin	52	38,3	13,7	187,69
10	Anjas Tata Gunawan	32	38,3	-6,3	39,69

No	Name	X_1	X	X_1-X	$(X_1$-X$)^2$
11	Atin Jayatin	24	38,3	-14,3	204,49
12	Azis Kurniawan	52	38,3	13,7	187,69
13	Delis Rahayu	36	38,3	-2,3	5,29
14	Desi Anggraini	36	38,3	-2,3	5,29
15	Dian Febrianti	32	38,3	-6,3	39,69
16	Dimas Saputra	44	38,3	5,7	32,49
17	Eva Yuliana	52	38,3	13,7	187,69
18	Fitratuzzarah	40	38,3	1,7	2,89
19	Hidayatul Muslim	48	38,3	9,7	94,09
20	Ipalludin	40	38,3	1,7	2,89
21	Jeti Safitri	20	38,3	-18,3	334,89
22	Rahfi Agustin	36	38,3	-2,3	5,29
23	Lisa Anisa	40	38,3	1,7	2,89
24	Musalaili Muzaini	28	38,3	-10,3	106,09
25	Mira Lestia Ningsih	24	38,3	-14,3	204,49
26	Muhammad Khadifin	44	38,3	5,7	32,49
27	Muhammad Yuhanul	44	38,3	5,7	32,49
28	Muhammad Syahrin	44	38,3	5,7	32,49
29	Pika Wati	44	38,3	5,7	32,49
30	Putri Wardhanti	44	38,3	5,7	32,49
31	Rahmadiyah	44	38,3	5,7	32,49
32	Roki Anggara	40	38,3	1,7	2,89
33	Sartika	32	38,3	-6,3	39,69
34	Sutarno	20	38,3	-18,3	334,89
35	Siti Imraatu Sa'adah	48	38,3	9,7	94,09
36	Sri Winarti	24	38,3	-14,3	204,49
No	Name	X_1	X	X_1-X	$(X_1$-X$)^2$
37	Sumiatin	52	38,3	13,7	187,69
38	Tutut Setiawan	24	38,3	-14,3	204,49
39	Yulianto	56	38,3	17,7	313,29
40	Yeni Utari	56	38,3	17,7	313,29
	Total	1532			4444,4

Based on the table and computation above, it can be seen that the calculation of students' score for pre-test of control class is 1532. The average of students score is 38,3 and variance 113,95 and standard deviation is 10,67.

1.1 The Result of Post-test

Post-test was conducted after all treatment implemented. The result of post-test was in the table below. To make it clear, the following tables are presented as follows:

Table 4.3
The Post-test Result of Experiment Class

No	Name	X_1	X	X_1-X	$(X_1$-X$)^2$
1	Ahmad Subhan	32	74,82	-42,82	1833,55
2	Aminullah	52	74,82	-22,82	520,75
3	Bimbi Bimanyu	88	74,82	13,18	173,71
4	Budi Utomo	36	74,82	-38,82	1506,99
5	Camela	56	74,82	-18,82	354,19
6	Debi Tulus	68	74,82	-6,82	46,51
7	Diah Nesita. R	76	74,82	1,18	1,39
8	Dodi Arananda	64	74,82	-10,82	117,07
9	Ega Budiyanto	80	74,82	5,18	26,83
10	Heni Yulia	60	74,82	-14,82	219,63
11	Hikmatul Hidayah	84	74,82	9,18	84,27
12	Jepri Marcelius	60	74,82	-14,82	219,63
13	Jeki Landika	56	74,82	-18,82	354,19
No	Name	X_1	X	X_1-X	$(X_1$-X$)^2$
14	Lina Dwi Yulianti	80	74,82	5,18	26,83
15	Linda Dwi Anggraini	80	74,82	5,18	26,83
16	M. Ikhsan Abdillah	92	74,82	17,18	295,15
17	M. Juarno Saputra	84	74,82	9,18	84,27
18	M. Alan Dewantara	88	74,82	13,18	173,71
19	Maulana Abdul Azis	88	74,82	13,18	173,71
20	Meli Pramida	96	74,82	21,18	448,59

21	Nanang. Y	88	74,82	13,18	173,71
22	Nur Fatimah	76	74,82	1,18	1,39
23	Feri Hendartanto	96	74,82	21,18	448,59
24	Purwa Rahayu	68	74,82	-6,82	46,51
25	Reha Alfrana	76	74,82	1,18	1,39
26	Retno Wahyudi	76	74,82	1,18	1,39
27	Rian Saputra	80	74,82	5,18	26,83
28	Ricky Ramadhan	80	74,82	5,18	26,83
29	Rido Yuswardani	76	74,82	1,18	1,39
30	Rika Ovianti	68	74,82	-6,82	46,51
31	Rizki Attoyib	76	74,82	1,18	1,39
32	Ria Andriyani	76	74,82	1,18	1,39
33	Sarah Herawati	92	74,82	17,18	295,15
34	Sekar Ayu Fajar Dini	80	74,82	5,18	26,83
35	Suhada Saputra	100	74,82	25,18	634,03
36	Sukria Taufiq	96	74,82	21,18	448,59
37	Tatik Wulandari	88	74,82	13,18	173,71
38	Titi Santika	72	74,82	-2,82	7,95
39	Tumardiyah	64	74,82	-10,82	117,07
40	Ulvia Rasmawati	76	74,82	1,18	1,39
41	Yolanda Saputri	44	74,82	-30,82	949,87
		3068			10119,71

Based on the table and computation above, it can be seen that calculation of students' score for post-test of experiment class is 3068, the average of the students' score is 74,82 and variance of the data is 252,99 and standard deviation is 15,91.

Table 4.4
The Post-test Result of Control Class

No	Name	X_1	X	X_1-X	$(X_1-X)^2$
1	Aspirli	68	58	10	100
2	Adi Respelani	28	58	-30	900
3	Andi Supriandi	44	58	-14	196
4	Aprilia Nauli	72	58	14	196
5	Agustina Ginting	32	58	-26	676
6	Ahsanul Holikin	52	58	-6	36
7	Andian Agung	92	58	34	1156
8	Andri Siswa Heni	92	58	34	1156
9	Anif Miftahudin	56	58	-2	4
10	Anjas Tata Gunawan	48	58	-10	100
11	Atin Jayatin	40	58	-18	324
12	Azis Kurniawan	56	58	-2	4
13	Delis Rahayu	60	58	2	4
14	Desi Anggraini	92	58	34	1156
15	Dian Febrianti	64	58	6	36
16	Dimas Saputra	64	58	6	36
17	Eva Yuliana	60	58	2	4
18	Fitratuzzarah	96	58	38	1444
19	Hidayatul Muslim	48	58	-10	100
20	Ipalludin	52	58	-6	36
21	Jeti Safitri	64	58	6	36
22	Rahfi Agustin	32	58	-26	676
23	Lisa Anisa	64	58	6	36
24	Musalaili Muzaini	84	58	26	676
25	Mira Lestia Ningsih	80	58	22	484
26	Muhammad Khadifin	32	58	-26	676
27	Muhammad Yuhanul	40	58	-18	324
28	Muhammad Syahrin	40	58	-18	324
29	Pika Wati	72	58	14	196
30	Putri Wardhanti	48	58	-10	100
31	Rahmadiyah	32	58	-26	676
32	Roki Anggara	72	58	14	196
33	Sartika	44	58	-14	196
34	Sutarno	52	58	-6	36
35	Siti Imraatu Sa'adah	76	58	18	324
36	Sri Winarti	76	58	18	324
No	**Name**	**X_1**	**X**	**X_1-X**	**$(X_1-X)^2$**
37	Sumiatin	80	58	22	484
38	Tutut Setiawan	48	58	-10	100
39	Yulianto	28	58	-30	900
40	Yeni Utari	40	58	-18	324
		2320			14752

Based on the table and computation above, it can be seen that calculation of students' score for post-test of control class is 2320. The average of students' score is 58 and variance of the data is 378,25 and standard deviation of data is 19,44.

1.2 The Increasing from Pre-test to Post-test

Both of class which were taught by the same teacher, materials, and times as well as the post- test, they got different result. The produce differences result of these two groups can be seen in the table below.

Table 4.5
The Result of Pre-test

	Experimental Class	Control Class
$\sum x$	1964	1532
$\bar{x}$	47,9	38,3
S^2	211,59	113,95
S	14,54	10,67

The table above shows that the differences between experimental class and control class for the result of pre-test. Here, it can be differentiated between experimental class and control class, in term of average, variance and standard deviation.

Table 4.6
The Result of Post-test

	Experimental Class	Control Class
$\sum$	3068	2320
$\bar{x}$	74,82	58
S^2	252,99	378,25
S	15,91	19,44

The table above shows that the differences between experimental class and control class for the result of post-test. Here, it can be differentiated

between control class and experiment class, in term of average, variance, and standard deviation.

Table 4.7
The Result of Experimental Score

	Pre-test	Post-test	Increasing
$\bar{x}$	47,9	74,82	26,92
S^2	212,09	252,99	40,9
S	14,75	15,91	1,16
High	72	100	28
Low	16	32	16

The table above explained that there is an increasing of students' test result average, variance, standard of deviation, highest score and lowest score of experimental class by using QAR (Question Answer Relationship) strategy to improve students reading comprehension than traditional method from pre-test and post-test.

Discussion

From the table of pre-test, it can be seen that there was difference result of tests for two classes after treatment. The mean score for pre-test in experimental class was 47.9, while the post-test was 74.82. The $t_o = 12.4$ was bigger that $t_t = 1.99$ for the level significant 5%.

As the result based on the hypothesis testing, the hypothesis that accepted was alternative hypothesis. It means that there is a significant effect of using QAR strategy to improve the students' reading comprehension at SMP Negeri 2 Koto Kampar Hulu.

Based on the result above, the writer used 10% of samples as representatives of this research finding. Feri Handrianto got score 72 in the pre-test, when the writer gave treatment and some exercices, he got

score 76, 64, 80 and the post test score was 96. M. Alan got score 64 in the pre-test, when the writer gave treatment and some exercises, he got score 82, 60, 90 and the post test score was 88. M. Juarno Saputra got score 68 in the pre-test, in the treatment M. Juarno got score 72, 76, 80 in his exercises and for the post test he got score 84. Sarah Herawati got score 56 in the pre test, when the writer gave treatment and some exercises, she got score 62, 82, 90 and for the post-test score she got score 92. After the writer gives the decription of the representatives data above, it can be seen from the score that were gotten by the students and there is improvement after the writer gave QAR (Question-Answer Relationships) strategy.

The writer gave the questions based on 5 indicators in reading comprehension. They are finding factual information, finding main idea, finding vocabulary in the context, identify reference and inference. Most of the samples can answer the easy question that belong to right there level and also belong to finding factual information. Example of the question is "What did the girl do everyday?" (see on appendix 2 number 1) . This question is easy to answer because the answer easily found in the text and the exact words for the questions and answers are located in the same sentences and the answer of this question is "d. she put make up and wore her best clothes".

Although right there questions were easy to answer, the students can answer another questions. For example, "what is the main idea of the first paragraph?" (see on appendix 2 number 17) this question was belong

to think and search level. In this level the students should to put together different pieces of information to find its answer. The words for the question and the words for the answer are not found in the same sentence. And the answer may come from different places. So, to answer this question, the students need to think it and then search it in the text. The answer for this question was "b. there was an earthquake when the writer driving from his vocation to Bali".

Then, for the author and me level. The students also did not meet difficulties to answer it. For example, "after you finishing reading text above, what is the conclusion of the story?" (see on appendix 2 number 5). This question was belonging to author and me. In this level the answer is not in the text. The students need to think about what they already know (prior knowledge), the students must know what the author wants to tell from the text. The answer for this question was "c. the girl becomes a big stone because she was cruel with her mother".

The last, for the on my own level. The students can analyze it well. For example," you are <u>foolish</u>", said the monkey. The underlined word means…" (see on appendix 2 number 13). This question was belonging to on my own level and to answer this question the students should know that this question was not in the text. The students can answer the question without reading the text. The students need to use their own experience and based on their prior knowledge. The answer for this question was "a. stupid".

So that anlyzing questions based on the level of QAR is useful for the students and can helps the students to

know how and where the to answer for the questions. The students can answer the questions more efficiently and effectively.

Conclusion

Based on the result of the data analysis in chapter IV, the writer draws conclusions as follow:

The result of this study is taken from the quantitative data. It can be seen that there is improvement from the score pre-test (47.9) to that of post test (74,82) for experimental class and also the t-table 1.99 is smaller than t-observed 12.4. Moreover, it can be seen that after being taught by using QAR (Question-Answer Relationship) strategy, there is increasing of the students' reading comprehension and they can answer the question with more efficiently. The students can analyze how and where to answer the question effectively.

Meanwhile, as the description of the research finding, the writer got from representatives data, there was improvement after the writer gave the students QAR (Question-Answer Relationships) strategy and it can be seen from the improvement score from pre-test into post-test that got by the students.

As the conclusion of the research are:
1. QAR (Question-Answer Relationships) strategy gives significant effect in improving students' reading comprehension of the second year students at SMP Negeri 2 Koto Kampar Hulu.
2. There is significant difference between the students' reading comprehension that taught by QAR (Question-Answer Relationship) strategy and usual strategy, in other word QAR

strategy is effective to improve students' reading comprehension of the second year students at SMP Negeri 2 Koto Kampar Hulu.

After conducting QAR (Question-Answer Relationships) strategy, the second year students' reading comprehension at SMP Negeri 2 Koto Kampar hulu has improved. It can be seen from the result of pre-test and post-test of the students.

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