

IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION AND ANSWER RELATIONSHIP (QAR) AT THE TENTH GRADE OF SMA NEGERI 16 BANDAR LAMPUNG in 2021/2022

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Abstract: *The purpose of this research was to know and describe To find out whether the Question Answer Relationship (QAR) strategy can improve students' reading comprehension. The method used in this research was Classroom Action Research (CAR). The subject of the research is the students in the first semester of the tenth grade of SMAN 16 Bandar Lampung. Based on the result of the students' reading test It could be proved from the mean score of students in reading test before applying Question Answer Relationship Strategy was 58.03. The class percentages which passed the Minimum Mastery Criterion was 0 %. It means that there were no one students who passed the Minimum Mastery Criterion and there were 28 students failed of the target. Furthermore, the mean score in the reading test of cycle 1 was 78.25. It meant that there was some students' score improvement from the previous test was 1.13. Meanwhile, the class percentages which passed the Minimum Mastery Criterion in reading test of cycle 1 were 35.71 %. While the mean score in the reading test of the second cycle was 78.83, it showed the students' improvement score was 4.17 %. Meanwhile, the class percentages which passed the Minimum Mastery Criterion were 46.43 %. This class percentage showed the improvement from the pre-cycle to the second cycle was 82.14% in the class percentage. The reading test of cycle 2 had fulfilled the target of Minimum Mastery Criterion by using Question Answer Relationship Strategy; it was above 75% of the students can pass the Minimum Mastery Criterion.*

Keywords: *Reading, Question And Answer Relationship (QAR)*

INTRODUCTION

Reading skill is one aspect of language skills that must be mastered by students to be able to interpret and absorb information from reading material; students must have good understanding skills. Reading skills are needed in every subject because every lesson cannot be separated from the act of reading. Reading comprehension is the most emphasized in the teaching and learning process of English. So, this is not an act but an active process,

which involves the reader in continuous interaction with the text, the reader must interpret the meaning of the text.

Beside of reading skill the things we should know is the way of teaching reading is the way to makesure that the students comprehend the reading text. Teaching reading has two aspects, the first who are learning to read in the first place and the second is who already have reading skills in their mother tongue. According to (Brown,

2006) there are three steps of teaching reading: First is before reading, There are many activities that can be done by the teacher during before reading step, such as simulating students' curiosity, the teacher explains the goal and presents the background information. Second is in while reading, this takes the students part, the students read the sentences, answer the questions, and the teacher guides the students. The last is after reading, in this stage, the students summarize the text; compare several texts, and practicing their reading skill.

The method or strategy used must be able to improve students' reading comprehension. The lack of use of learning methods or strategies is one of the obstacles in achieving learning objectives. The selection of methods for each learning teacher must pay attention to the character of students because the method or strategy used is not only one, but can also be varied with other methods so that students do not feel tired or bored in the learning process. If students are motivated to study well, it will be easier to provide direction to students so that learning becomes conducive and fun.

Previous research has been done by Fuad Abdul Baqi entitled "Employing Question-Answer-Relationship (QAR) strategy to Improve Students' Reading Comprehension." It showed that teaching reading comprehension through Question-Answer-Relationship (QAR) strategy is effective. In addition he says, "QAR strategy made students more strategic and creative in answering the questions, because it provides the appropriate categories to reduce students' difficulties on their reading comprehension and made them easier to find out the answer. It also supported by Furtado and Pastell 2012 in Citra mustika's article 2015 "QAR

strategy could be successfully implemented to teach reading in which this strategy could lead to growth in reading comprehension of students".

Based on the preliminary of reserach at SMAN 16 Bandar Lampung, the writer found that there were several obstacles faced by the students in understanding student learning. First, they do not understand the vocabulary of the text. Second, students cannot be understanding the ideas in the text. Third, teachers rarely use interesting strategies in reading comprehension. So to overcome these problems the writer is interested in implementing learning strategies that can improve students' reading comprehension. Many strategies can be used to improve students' reading comprehension. One strategy that will be used is Question Answer Relationship (QAR). Through QAR, the students can realize that the answers of question do not only come from the text itself but also can be related with students' own experience and knowledge. This strategy can help the students' to understand the text that they read. Therefore this strategy can be used as a strategy on teaching reading comprehension.

Based on the background of the problem above, the writer chooses Question Answer Relationship (QAR) strategy to overcome the problem of reading comprehension. QAR is the first major activity that is active for students' backgrounds that are following the knowledge of a particular topic, it can be applied inside and outside the classroom to shape students' reading practice. Therefore, the researcher conducted research entitled "Improving The Students' Reading Comprehension Through Question Answer Relationship (QAR) strategy at The Tenth Grade of SMAN

16 Bandar Lampung in The Academy year 2021/2022".

FRAME OF THEORIES

1. Definition of Reading and Reading Comprehension

According to (Grellet, 2004) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. It means that, when we read, we use our eyes to acquire written symbols (letters, punctuation marks and spaces) and we use our mind to transform them into words, sentences and paragraphs that speak something to us. In reading, the students are taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Reading ability is a skill of communication between the reader and the writer to get knowledge and information. According to Brown (2001: 298) reading ability will be developed best in association with writing, listening, and speaking activities. Moreover, according to Tarigan (2008: 7) states that reading is a process carried out and used by the reader to acquire a message which is conveyed by the writer through words that can be seen and known by the reader.

Reading is just as communicative as any other form of language. Those mean that in reading the reader will understand the meaning of the text while exploring the meaning of the text while reading, the communicative here could be referred to the comprehension of the students in answering the questions after they have their own understanding toward the text that they have read. Briefly, the term communicative related to the communication between the students with the text.

2. Types of Reading

According to Patel and Praveen in their book entitled *English Language Teaching* (Patel & Jain, 2008) there are some types of reading such as:

1. Intensive reading

Intensive is a type of reading that focuses on vocabulary and idioms. It is text or passage reading. Students read the passage to get knowledge from it. Not only focus on vocabularies and idioms, this type of reading also focuses on linguistic or semantic details and also grammar.

2. Extensive Reading

Extensive reading is a type of reading that focuses on reading text for enjoyment in order to develop reading skills. It is basically reading for pleasure. The students do not need to be concerned about the specific information. The students read as many different kinds of books as they can for pleasure and only for a general understanding of the text.

3. Aloud reading

Aloud reading is a type of reading by using loud and clear voice. This type of reading is the base of words pronunciation.

4. Silent reading

The silent reading is a skill which allows one to read without voicing the words. In order to do that, the students need to be more focused on the text, they need to concentrate their attention to comprehend the texts.

3. Reading Process

According to (Harrison & Salinger, 2002) process is divided into three sections, those are:

1. Bottom-up Process

In bottom-up process, the students are assumed to decode and translate the symbols on the text by 4 steps, first moving their eyes, second recognizing the letters, third combining them to form words, fourth combining the

words to form phrase, clauses, and sentences of the texts

2. Top-down Process

Top-down process is a process where the students construct the meaning based on their previous understanding with the topic. Familiarity with the concept and knowledge how language works

3. Interactive Process

Interactive process is a process combining information from the text with information the reader brings to the text. It is a process which activities a knowledge in reader's mind that they use. And in turn may be it refines and extends the brand new information supplied by the text

4. Aspects of Reading

Reading comprehension has these five aspects concerned with reading comprehension as they are elaborate like the following:

1. Main Idea (The topic of the sentence)

Main idea can be the author's message. Main idea is the idea that is developed by the author throughout paragraph. It sometimes can be found in key words and explicit or implicit message

2. Specific Information (Supporting ideas)

Like the name, it is the support of the main ideas. It can be developed from the main ideas by giving specific examples, facts, definition, cause and effects that is related to the topic

3 Reference

Reference is used to avoid the unimportant recurrence words or phrase. It is words that are used to be a signal to the reader to help them find the meaning

4 Inference

According to (Beech, 2005) inference is the information that the readers already know. It is an educational prediction about unknown

things based on known facts and information

5 Vocabulary

According to (Barnhart & Barnhart, 2010), vocabulary is stocks of words that are used by someone.

5. Purpose of Reading

According to Grabe in a book entitled *Teaching and Researching Reading 2nd* (Grabe, 2009) purpose of reading can be classified in seven headings, they are:

1. Reading to search for simple information

Reading to search for simple information it is a common reading comprehension that is used so often in reading.

2. Reading to skim

Skimming is a common part of reading tasks and a useful skill in learning reading.

3. Reading to learn from texts

It requires abilities to remember the main ideas, to organize the information from the text by build the rhetorical frames, and also to connect the text to the readers' knowledge

4. Reading to integrate information

It is typically an evaluation of the information itself, so the reader can decide which information they want to integrate and how to integrate it for the readers' purpose

5. Reading to write and reading to critique

Reading to write and reading to critique both represent general academic tasks that improve the reading abilities. The abilities are to select and compose the information from the text

6. Reading for general comprehension

Reading for general comprehension is the basic purpose of the reading and also it is more complex the commonly assumed. Although it is

general doesn't mean that it is easy or simple. The purpose is to get the detail of the text. When finished by a fluent and skilled reader requires very fast and automatic processing of words. Skill in forming a common meaning represent the main ideas under a very limited time constraints

6. Concept of Teaching Reading

Teaching reading has two aspects, the first who are learning to read in the first place and the second is who already have reading skills in their mother tongue. According to (Brown, 2006) there are three steps of teaching reading:

1. Before reading

There are many activities that can be done by the teacher during. Before reading step, such as simulating students' curiosity, the teacher explains the goal and presents the background information

2. In while reading

This takes the students part, the students read the sentences, answer the questions, and the teacher guides the students

3. After reading

In this stage, the students summarize the text; compare several texts, and practicing their reading skill

There are some reasons to teach reading, those are:

1. The college students can study the textual content in English, both for take a look at purpose, for his or her career, or simplest for pleasure
2. Reading texts also helps to find good models in English writing
3. Reading provides opportunities to study language, vocabulary, grammar, punctuation, and the way we construct, sentence, paragraphs and texts

7. Component of Teaching Reading

According to Associates, 2004 there are five components of effective reading instruction that can be implemented in the classroom, such as:

1. Phonemic Awareness

According to Panel, 2002, is generally defined as the understanding of spoken units of sounds that are blended when the words are pronounced. It also can be define as skill of hearing and producing separate sounds in words, blending separate sounds into words, and recognizing words that sound alike or different. For example, saying and hearing the word "rat" has three sounds, or phonemes /r/a/t/. It is an example of phonemic awareness skill

Learning a new word involves forming a connection between usual information about the word as its written and its meaning, pronunciation, and other information that is stored in the oral vocabulary, so that's why phonemic awareness helps students to become more advanced.

The connection that is formed is what enables the reader to access information about the word stored in the brain when the words encountered in print. For the more advanced phases of learning newwords. Phonemic awareness plays important roles in these connections (Associates, 2004).

2. Phonics

Phonics is how graphemes or latter stand for the smallest sounds called phonemes in spoken words. Systematic phonics instruction teaches beginning readers the alphabetic code consisting of a large set of correspondences between graphemes and phonemes and maybe large sub-units of words, also it helps young readers understand how to use alphabetic principle effective phonics instruction makes children

enable to read and spell words rapidly and accurately (Associates, 2004)

3. Fluency

According to National Reading Panel (2000), fluency is recognizing the word in a text quickly and accurately using emphasis and phrasing in a way that makes sentence that is read sound like spoken language. Fluency is commonly known as critical component of skilled reading, yet it is often unnecessary in classroom instruction

4. Vocabulary

In order to speak a language, we need to know vocabularies. It is words that we need to know to communicate with others children use the pronunciations and meanings of words their oral vocabulary to help them recognize words. When children speak up an unfamiliar word, they try to pronounce it by the sound that they have created to search their oral vocabulary. If they find a match and it makes sense in the sentence, they resume reading, but if the words are not in their oral vocabulary, they will have difficulties recognizing the words (Associates, 2004). It means that if the students lack in their vocabulary, they will difficult to understand the information which included within the sentence, paragraph or even the text which they read

5. Comprehension

According to (Block C, 2002), comprehension is the ultimate purpose instruction, it involves constructing meaning that accurate and makes sense by connecting the reading text to the information the reader already knows. Effective teacher should know how to research variety of word-learning strategies for helping students become fluent readers, so the students

will know how to apply appropriate comprehension strategies as they understand what they read

Furthermore, there are some points that are used in evaluating students' skill in reading comprehension (Brown, 2006).

1. Topic (main idea)
2. Supporting ideas
3. Vocabularies
4. Grammatical
5. Inference
6. Expression / Phrases/ Idioms in the text
7. Detail

To fulfill the criteria above, there are some strategies for the teachers to teach reading comprehension, according to (Brown, 2006), they are:

1. Identifying the purpose of the text
2. Using grapheme patterns and rules
3. Using efficient silent reading technique
4. Skimming and find the topic
5. Use semantic clustering
6. Guessing when the readers aren't sure
7. Analyzing the vocabularies
8. Distinguishing between implied and literal meaning
9. Capitalizing on discourse marker

It can be concluded that the teacher is much recommended to use those strategies in teaching reading, especially reading comprehension. So the students will be better to follow the interaction to the author and to understand successfully in gaining what the author is trying to say on the text achieve the goal of reading which to make the students be comprehending the text.

9. Principle of teaching Reading

As language teachers, it is important to know how to teach reading. The teacher needs to know about the principle of reading. According

to(Bolenius, 2019), there are seven of them, they are:

1. Teaching reading builds a strong vocabulary
2. The teacher teaches comprehension
3. The teacher exploits the students' background knowledge
4. The teacher teaches reading strategies
5. The teacher works on increasing reading rate
6. The teacher encourages the students to transform strategies into skills
7. Teaching reading strive for continuous improvement as a reading teacher

10. Definition of Question and Answer Relationship

Question-Answer relationship (QAR) is a strategy to be used after students have read. QAR teaches students how to decipher what types of questions they are being asked and where to find the answers to them.

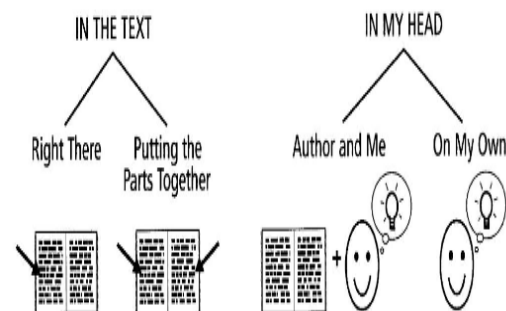
Question-answer relationship (QAR) strategy was found by T.E Raphael (1982). Moreover Furtado and Pastell 2012 in Citra mustika (2015) "QAR strategy could be successfully implemented to teach reading in which this strategy could lead to growth in reading comprehension of students". Some researcher have examined this strategy, and the results showed that this strategy is effective in improving students" reading comprehension. QAR strategy presents a three-way relationship between question, text content and reader knowledge.

11. Concept of Question and Answer Relationship

QAR was developed for helping the students improve their ability to answer comprehension question. The writer use this strategy to the students

that had been read reading text. Moreover, QAR strategy gave a positive effect towards students' reading comprehension ability in which students who were taught by this strategy gave a positive response and showed some improvements in their reading comprehension (Peng et al., 2007; Cummins et al., 2012; Agustina, 2012).

There are several techniques that can be used to teach reading. The writer choose QAR based on Margaret Bouchard, 2005:36. Understanding question and how to formulate answer can be challenge for ELLs. QAR is strategy that can aid ELLs in categorizing and understanding question and thus lead to more successful outcome for an answer. According to margaret there are several catagories in QAR as follows:



1. In the text
This information (answer) is found in passage or text.
2. Putting the Parts Together
This information is found in various parts of the passage, perhaps in two separate paragraphs. It is often associated with these types of questions: compare/contrast, cause/effect, list/example, problem/solution
3. In My Head
These questions and answers involve thinking on the part of students
4. Author and Me

The information is found in the written text and from readers' background knowledge. These questions would make no sense to readers unless they read the text. For example, if the class read about the Revolutionary War and the winter at Valley Forge, you might ask, "How do you think the soldiers at Valley Forge were feeling?" A student might respond, "Discouraged, afraid, sick." The student would have read the text explaining the hardships and then interject how the soldiers might be responding to the situation based upon his or her background knowledge of how a person might respond when faced with these challenges

5. On My Own This information must come from readers' personal knowledge or background knowledge. It will not be found in the text. Opinion questions are an example

12. Procedure of Question And Answer Relationship

According to (Margaret, 2005:37) in *Comprehension Strategies for English Language Learners (2015)* the procedure of QAR as follows:

1. Ask the students to read the text or the passage that written on board or paper
2. After that the text is read, generate question that fall into each of the QAR question categories (Right There, Putting the Parts Together, Author and Me, On My Own). Example of a right there questions: Read the first question then ask the students to respond then ask "How do you know?" then the students replies "Because it says so in the story." Then ask him or her to point where the answer is written in the text and read it. Then the last, relate

the answer to the correct QAR category and explain the concept

3. Then continue with the rest of the questions and answers, relating them to the QAR strategy
4. Copy and use the QAR cards page 39 for group responses. Students can point to or hold up the appropriate card when asked to identify the type of Question-Answer Relationships required

13. Advantage and Disadvantage of Question and Answer Relationship

According to Raphael and Au in Dian Gustia's thesis (2018), QAR can help to solve four problems to enhance students' level of literacy:

1. The need for a shared language to make visible the largely invisible processes underlying reading and listening comprehension
2. The need for a framework for organizing questioning activities and comprehension instruction within and across grades and school subject
3. The need for accessible and straight forward whole-school reform for literacy instruction oriented towards higher level thinking
4. The need to prepare students for high-stakes testing without undermining a strong focus on higher level thinking with text

The main disadvantage of using QAR strategy was stated *Rafael and Au in Dian Gustia's thesis (2018)* that QAR can help address the lack of a shared language among teachers and students for improving questioning practices, whether in the day-to-day life of the classroom, in students' activities outside of school, or in high-stakes testing situation

METHOD OF RESEARCH

1. Place of the Research

The research was conducted at the tenth grade of SMAN 16 Bandar Lampung in JL. Darusalam, Susunan Baru Tj. Karang Barat Bandar Lampung 35111.

2. Time of the Research

The research was conducted at the first semester in academic year of 2021-2022.

3. Subject of the Research

The subject of the research was the students in the first semester of the tenth grade of SMAN 16 Bandar Lampung in 2022/2022 academic year.

4. Object of the Research

The object of this research were students' reading comprehension.

5. Method of the Research

In this study, the writer was conducted research using Classroom Action Research (CAR). Classroom action research is carried out by a teacher in tenth classroom TKJ through self-reflection, with the aim of improving performance as a teacher so that student learning outcomes increase.

RESULT OF RESEARCH AND DISCUSSION

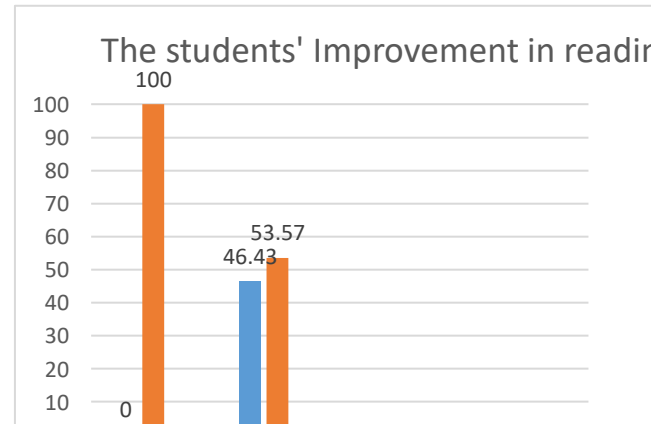
1. Result of the Data in Cycle 1

After teaching and learning process of cycle finished, here for the result of students' reading score:

Table 1
The Percentage of the Student's Score in reading Test of Cycle 1

	Criteria	Total of the students	Percentage
P1	Complete	13	46.43%
P2	Incomplete	15	53.57%
Total		28	100

Based on the table above, the students whose scores were more than KKM (76) was 46.43% and the students whose scores were less than KKM (76) was 53.57%, the total was 28 students. Based on cycle 1, the result of learning English was better than precycle. For more detail the improvement of the result from precycle to cycle 1 can be seen in the figure below:



Improvement in reading score from pre Cycle to Cycle 1

2. Result of the Data in cycle 2

Table 2
The Percentage of the Student's Score in reading Test of Cycle 2

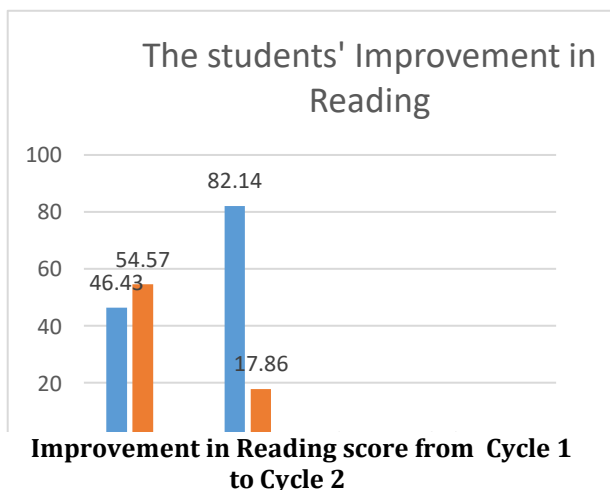
	Criteria	Total of the students	Percentage %
P1	Complete	23	82.14%
P2	Incomplete	5	17.86%
Total		28	100

Based on the result, field notes and reading test of cycle 2, it concluded that there were some improvements both of the teacher and the students' learning and teaching in the classroom. The teacher had been successfully improved the students' learning activities and the students' reading comprehend by using Question Answer Relationship Strategy. It could be seen from the students' participation and attention from the start to the end of the lesson was better than the first

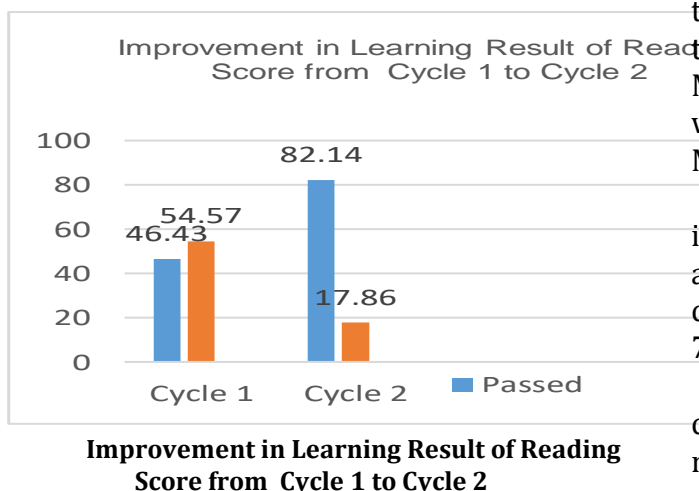
cycle. The students were more active and enthusiastic in doing the assignment.

Based on the result of reading test in cycle 2 showed that there were 23 students or 82.14% of all students at X got the score above the Minimum Mastery Criterion. It was achieved the indicator of success.

For more detail the improvement of the result from cycle 1 to cycle 2 can be seen in the figure below:



2. Result of the Data in cycle 1 and Cycle 2



According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students'

reading comprehend through Question Answer Relationship Strategy was appropriate with the planning that had been discussed by the writer and the teacher previously.

3. Students's Reading Comprehend

From the table above, the result showed the increasing of the students' scores from the pre-cycle to the reading test of cycle I, reading test of cycle 2. In the pre-cycle, the mean score of students in reading test before applying Classroom Action Research by using Question Answer Relationship Strategy was 58.03. Meanwhile, the class percentages which passed the Minimum Mastery Criterion was 0 %. It meant that there were no one students who passed the Minimum Mastery Criterion and there were 30 students failed of the target.

Furthermore, the mean score in the reading test of cycle 1 was 78.25. It meant that there was some students' score improvement from the previous test was 0 %. Meanwhile, the class percentages which passed the Minimum Mastery Criterion in Reading test of cycle 1 was 46.43 %. It showed there were 13 students who passed the Minimum Mastery Criterion and there were 15 students who failed to get Minimum Mastery Criterion.

However, it was still needed more improvement because it did not achieve the criterion of success classroom action research that was 75% from the class percentage.

The writer and the teacher continued to the second cycle. Next, the mean score in the reading test of the second cycle was 80.21. Meanwhile, the class percentages which passed the Minimum Mastery Criterion were 82.14 %. It meant that there were 23 students whose score passed the Minimum Mastery Criterion and there were 5

students who failed to get the target of Minimum Mastery Criterion.

This class percentage showed the improvement from the pre-cycle to the second cycle was 82.14 % in the class percentage. The reading test of cycle 2 had fulfilled the target of Minimum Mastery Criterion by Question Answer Relationship Strategy, it was above 75% of the students could pass the Minimum Mastery Criterion.

4. Students' Learning Activity

Based on the table, the writer and the teacher decided to stop the Classroom Action Research by using Question Answer Relationship Strategy because it had already succeeded. According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students' reading comprehend through Question Answer Relationship Strategy was appropriate with the planning that had been discussed by the writer and the teacher previously.

From the table of students' observation checklist 1, it could be concluded that: the students' activity in answering teacher's question (pre-test) was poor, it could be seen from the result of average score of the students was 6.96; the students' activity in asking the questions about the material given was poor, it could be seen from the result of average score of the students was 6.96; the students' activity in doing the assignment which are given by the teacher (Group) was poor, it could be seen from the result of average score of the students was 6.96; Students' activity in doing the assignment which are given by the teacher (Individually) was poor, it could be seen from the result of average score of the students were 6.96; and students' activity in finding

learning resources was poor it could be seen from the result of average score of the students were 6.96.

From the table of students' observation checklist 2, it could be concluded that: the students' activity in answering teacher's question (pre-test) was Good, it could be seen from the result of average score of the students was 7.82; the students' activity in asking the questions about the material given was fair, it could be seen from the result of average score of the students was 7.32; the students' activity in doing the assignment which are given by the teacher (Group) was Good, it could be seen from the result of average score of the students was 7.82; Students' activity in doing the assignment which are given by the teacher (Individually) was good, it could be seen from the result of average score of the students were 7.82; and students' activity in finding learning resources was fair it could be seen from the result of average score of the students were 7.32. Based on chart above, it can be conclude there were improvement of the student's learning activities from the first cycle to second cycle was 0,66, from cycle 1 was 6,96 to 7.32 at cycle 2.

CONCLUSION AND SUGGESTION

Conclusion

1. The Students' Learning Activities
Based on the result of the students' learning activities, there were some improvements of the students' learning activities. It could be seen from the average score of the students' learning activities of cycle 1 were 6.96 with the criteria was poor, while the second cycle was 7.62 with the criteria was good. So, the improvement of the students' learning activities during the first cycle to the second cycle got 0.66 point.

2. The Students' Reading Comprehension

Based on the result of the students' reading test in the pre-cycle, first cycle and second cycle, there were some improvements of the students' reading comprehend, it could be proven from the mean score of students in reading test before applying Classroom Action Research by using Question Answer Relationship Strategy was 58.03. The class percentages which passed the Minimum Mastery Criterion was 0 %. It meant that there were no one students who passed the Minimum Mastery Criterion and there were 28 students failed of the target. Furthermore, the mean score in the reading test of cycle 1 was 78.25. It meant that there was some students' score improvement from the previous test was 1.13. Meanwhile, the class percentages which passed the Minimum Mastery Criterion in reading test of cycle 1 were 35.71 %. It showed there were 11 students who passed the Minimum Mastery Criterion and there were 19 students who failed to get Minimum Mastery Criterion. While the mean score in the reading test of the second cycle was 78.83, it showed the students' improvement score was 4.17 %. Meanwhile, the class percentages which passed the Minimum Mastery Criterion were 46.43 %. It meant that there were 13 students whose score passed the Minimum Mastery Criterion and there were 15 students who failed to get the target of Minimum Mastery Criterion. This class percentage showed the improvement from the pre-cycle to the second cycle was 82.14% in the class percentage. The reading test of cycle 2 had fulfilled the target of Minimum Mastery Criterion by using Question Answer Relationship Strategy; it was above 75% of the students can pass the Minimum Mastery Criterion.

Suggestion

1. For the English teacher, it is useful to apply Question Answer Relationship Strategy as one of alternative teaching learning process especially in reading comprehension and the teacher should do the various ways in teaching and learning process so the students will be more active.
2. For the next researcher, the researchers can use the findings of the research as a basic for conducting further research.

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