

THE EFFECTIVENESS OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY ON STUDENTS' READING COMPREHENSION OF EXPLANATION TEXT AT THE ELEVENTH GRADE OF SMAS WAHIDIYAH IN ACADEMIC YEAR 2019/2020

(A Quasi-Experimental Study at the Eleventh Grade of SMAS Wahidiyah Kediri in Academic Year 2019/2020)

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Abstrak

Penelitian ini bertujuan untuk mengetahui bukti empiris tentang keefektifan penggunaan strategi Question-Answer Relationship (QAR) terhadap pemahaman membaca teks eksplanasi. Penelitian menggunakan metode kuantitatif dengan desain eksperimen semu. Penelitian ini menggunakan purposive sampling dengan jumlah sampel penelitian 75 siswa yang terbagi dalam dua kelas yaitu kelas eksperimen dan kelas kontrol. Populasi dari penelitian ini adalah siswa kelas XI SMAS Wahidiyah Kediri. Instrumen yang digunakan adalah tes pemahaman bacaan. Sebelum diberikan perlakuan, siswa dari kedua kelas diberikan pre-test untuk mengetahui sejauh mana kemampuannya dalam membaca teks eksplanasi. Tes terdiri dari 20 soal pilihan ganda. Di akhir perlakuan, siswa diberikan post-test. Data dari kedua tes dianalisis dengan menggunakan uji-t di SPSS 22. Hasil skor rata-rata pada tes akhir menunjukkan peningkatan yang signifikan antara tes awal dan tes akhir. Pada pre-test, kelas eksperimen mendapatkan 54,27 sedangkan kelas kontrol mendapatkan 64,13. Pada post-test, kelas eksperimen mendapatkan 78,08 dan kelas kontrol mendapatkan 73,03. Pengujian hipotesis menunjukkan bahwa sig. 2 tailed adalah 0,032 sedangkan alpha α yang ditentukan adalah 0,05 yang berarti $0,032 < 0,05$. Dapat dikatakan bahwa H_0 (Hipotesis Nol) ditolak dan H_a (Hipotesis Alternatif) diterima. Dengan demikian, strategi hubungan tanya jawab memberikan pengaruh tingkat sedang terhadap pemahaman bacaan siswa pada teks eksplanasi.

Kata Kunci: Teks Penjelasan, Pemahaman Membaca, Strategi Question-Answer Relationship (QAR)

Abstract

The study was intended to find out the empirical evidence of the effectiveness of using of Question-Answer Relationship (QAR) strategy on reading comprehension in explanation text. The study used quantitative method with quasi-experimental design. The study used purposive sampling with the research sample totally 75 students which classified into two classes, experimental and control class. The population of this study was the eleventh grade of SMAS Wahidiyah Kediri. The instrument used is reading comprehension test. Before giving the treatment, the students from both classes were given a pre-test to know what extant their ability in reading explanation text. The test consisted of 20 multiple choice questions. At the end of the treatment, the students were given a post-test. The data from both tests were analyzed by using t-test in SPSS 22. The result of mean score in the post-test revealed a significant improvement between pre-test and post-test. In pre-test, the experimental class got 54.27 while the control class got 64.13. In post-test, the experimental class got 78.08 and the control class got 73.03. The test of hypothesis showed that that sig. 2 tailed was 0.032 while the determined alpha α was 0.05, which meant $0.032 < 0.05$. It can be said that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. Thus, question-answer relationship strategy gave moderate level effect toward students' reading comprehension on explanation text.

Keywords: Explanation Text, Reading Comprehension, Question-Answer Relationship (QAR) Strategy.

INTRODUCTION

In learning any kinds of languages, including English, the learners should master all these several skills; reading, listening, speaking and writing. According to Harmer (2007: 265), those four language skills in teaching English are divided into two: productive and receptive skills. Productive skills are skills where people have to produce language themselves. Receptive skills are how people

essence meaning from the discourse they see or hear. Speaking and writing are productive skills as they are useful for producing and delivering information, reading and listening are receptive skills as they used in receiving information, and receptive skills here do not mean passive, since being able to receive information either from reading or listening, we need to conduct several processes to understand the information.

Based on Kendeou & Trevors, 2012; van den Broek & Espin, 2012; van den Broek, Rapp, & Kendeou, 2005 as cited in Kendeou et al. (2014: 10) Reading comprehension depends on the execution and integration of many cognitive processes. To understand a sentence, one must visually process the individual words, identify and access their phonological, orthographic, and semantic representations, and connect these representations to form an understanding of the underlying meaning of the sentence. From the statement, it can be inferred that readers make an effort to understand the meaning of the text. In other words, reading activity needs an interaction between the reader and the text. The interaction is created when the reader involves the text and tries to make a meaning of the message in the text.

Furthermore, to obtain new knowledge and information by reading, the readers have to comprehend what they read. L.Stoller (2011: 11) suggests the capability to understand the information in a text and appropriate interpretation of what is meant by the text is the mean of reading comprehension. Moreover, he assumed that reading without comprehension is nonsense and useless. They are related to each other and cannot be separated. In simple word, the essence of the reading process is reading comprehension, which means we have to know the meaning of the text we read.

According to Zua (2017: 128), reading is a strongly important activity in our life because by reading we can follow the development of the surrounding events and ideas. Moreover, reading is a process that negotiates the meaning from the text and students in senior high school are asked to be able to comprehend and produce short functional texts consisting of narrative, recount, report, descriptive, procedure, analytical exposition and explanation PERMENDIKBUD (2018: 382-389). Meanwhile, curriculum 2013 is a text-based learning process which means the text is used in most of the learning activities. In line with curriculum 2013, the syllabus of the eleventh grade of Senior High School requires the students to be capable of comprehending an explanation text based on the cause of phenomenon by the teacher. It requires students to understand explanation text in some aspects including the function, structures, and linguistic features in both spoken and written. It is based on the 2013 curriculum, as it was stated by Ministry of Education states at basic competence that making difference of social function, structure of text, and language feature of several written and spoken explanation text by giving and asking information related to natural phenomena or social life which is covered by another lesson at the eleventh grade, based on the context use of it.

Explanation text is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena suggests Isnaini (2014: 23). Simply an explanation text tells how and why something in the world happens. There are several characteristics of explanation text that we should understand as writers or students. First, the generic structure of explanation text, there is a title, general statement, sequenced statements, concluding paragraph. And, the language feature of explanation text which consists of technical terms, words show cause and effect, action verb, passive voice, and presents tense, etc.

Teaching explanation text at schools is not without problems. Based on the interview with the teacher of SMAS Wahidiyah, some problems are often found when teaching explanation text. First, the students are not interested in the topic or title of the text, for example, the text with the title "What Causes Food Poisoning?" the topic or title of explanation text is more scientific and academic. Many students enjoy reading narrative texts, because they have a storyline or plot and are more relational, so explanation text is often ignored and deemed unattractive.

Based on the result of the data taken from the questionnaire with some Senior High School students, 63% of the students think that reading subject is difficult. One good condition is that 85% of the students like class discussion to talk about the answer of the question. According to the students questions and the answers help them stimulate their understanding the content of the reading text. The writer concludes that students like a teaching method that can stimulate them to understand the text.

Many studies have offered several strategies or techniques designed to help students' reading comprehension. Lehr, Osborn and Hiebert (2005: 17&20) said that many strategies could improve reading comprehension, one of them is Question Answer Relationship (QAR), QAR is a reading comprehension strategy developed by Raphael in 1968 to clarify how students approach the tasks of reading texts and answering questions.

In this strategy, the students try to identify the answer by four terms, and it is known as QAR taxonomy stated Bouchard (2005: 36-37). The terms are "right there", "think and search", "On my own", and "Author and me". "Right There" is questions require readers to go back to the passage and find the correct information to answer the question. "Think and Search" is questions usually need readers to think about how ideas or information in the passage relate to each other. "On My Own" is questions can be answered using readers' background knowledge on a topic. This type of question does not require readers to refer to passage. "Author and Me" are questions that need

readers to use ideas and information that is not stated directly in the passage to answer the question. These questions require you to think about what you have read and formulated your ideas or opinions.

The QAR strategy shows the relationship between questions and answers, how to find information in the text according to various types of questions. In concern with Bouchard, Anggun (2013: 7) states QAR can help students to answer questions more easily, find out the differences in questions, while the teacher only guides them by giving some instructions related to the topic. QAR conveys the idea that answers can be found in the source text or from our background of knowledge and experience. The use of Question-Answer Relationship (QAR) Strategy as a framework for comprehension across the grades and school subjects may be particularly helpful in schools serving many students of dissimilar backgrounds. According to Raphael and AU (2009: 213), QAR instruction can be used for all grade levels and content areas because of the way categories from the development of difficulties.

Based on the research conducted by Nadia, (2016: 9) Question Answer Relation strategy in Reading Comprehension was successful to increase the students' reading comprehension skills. The strategy helped the students identify different types of the questions and the relationship between questions and answers. It also helped the students find the location of the answer of each question.

From the issues that have been presented, the writer would like to investigate the effectiveness of Question-Answer Relationship (QAR) strategy on students' reading comprehension of explanation text. The research will be conducted under the title The Effectiveness of Question-Answer Relationship (QAR) Strategy on Students' Reading Comprehension of Explanation Text at the Eleventh Grade of SMAS WAHIDIYAH in academic year 2019/2020.

METHODS

The research uses a quantitative method because the data were analyzed by using a statistical procedure that provides the information to answer the research question or hypotheses, said Creswell (2012: 15). In this study, the writer wants to determine the effect between the independent variable (the intervention) and the dependent variable (the target population). This study is developed to find out the effectiveness of using QAR strategy on students' reading comprehension of explanation text.

The researcher used quasi-experimental design because in quasi-experimental designs states Creswell (2012: 309), participants are not randomly assigned to experimental or control classes, in other words,

researchers do not create new groups because it may disrupt classroom learning. A quasi-experimental design will apply to find out a significant score improvement between the students who are taught by using question-answer relationship strategy and without question-answer relationship strategy in reading explanation text.

The research design applied is the pretest and post-test control design. Therefore, data will be taken from the pre-test and post-test to find out the effectiveness in improving students' reading comprehension in the explanation text. In this research design, the respondents are taken from two classes. In this study, the research uses two groups, an experimental group as a group that gets the treatment and the control group that does not get treatment. Both groups were given a pretest. Treatment is only given to experimental groups. Finally, the two groups were given a posttest to assess the differences between the two groups.

RESULTS

After collecting and describing data, the researcher analyzed the data collected from pre-test and post-test in both classes and presents the result in three points; normality test, homogeneity test, and hypothesis test. Before stating the hypothesis, the writer analyzed the normality and homogeneity of the data. The purpose of analyzing the normality was to see whether the data got in the research has been normally distributed or not. Meanwhile, the purpose of analyzing the homogeneity was to see whether the data of test result were homogenous or not. Furthermore, in analyzing the data, t-test was used and all the data were performed in statistical form. Additionally, the data were analyzed and calculated by using IBM SPSS 22 version, except the effect size data which calculated manually.

a. Normality Test

The normality test is aimed to know whether the data from both classes is normally distributed or not. It is a kind of statistical process. In this study, the researcher calculated the normality test by using Kolmogorov-Smirnov IBM SPSS 22 version. The results of normality test are presented as below:

Normality Test Result of Pre-Test and Post-Test in Experimental Class and Control Class

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Result	Pretest of Experiment Class with QAR Strategy	.093	37	.200 [*]	.977	37	.614
	Posttest of Experiment Class with QAR Strategy	.115	37	.200 [*]	.952	37	.114
	Pretest of Controlled Class with Conventional Strategy	.118	38	.200 [*]	.969	38	.364
	Posttest of Controlled Class with Conventional Strategy	.083	38	.200 [*]	.977	38	.601

^a. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table 4.3. It is known that in Kolmogorov-Smirnov test the normality significance of pre-test and posttest both in experimental and control class are 0.200. While in Shapiro-Wilk test the data results that the significance of pre-test and posttest both in experimental and control class are 0.614; 0.114; 0.364; 0.601 which means all the significances are higher than α (0,05). In conclusion all the data were distributed normally.

b. Homogeneity Test

After conducting normality test, the next step that was taken by the writer is conducting homogeneity test. The data could be homogeneous if the significance score is higher than α (0.05). To conduct this test, the writer refers to Levene statistic in IBM SPSS 22 version. Below are the descriptions of homogeneity test:

Homogeneity Test Result of Pre-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Students' Learning	Based on Mean	1.384	1	73	.243
	Based on Median	1.351	1	73	.249
	Based on Median and with adjusted df	1.351	1	69.179	.249
	Based on trimmed mean	1.400	1	73	.241

Based on the table 4.4 above, it shows that the significance of pre-test score in both classes, experimental and control class, is 0.243. It means that the data in both classes are homogeneous because the significant value is higher than $\alpha = 0.05$ ($0.243 > 0.05$).

Homogeneity Test Result of Post-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Students' Learning	Based on Mean	2.254	1	73	.138
	Based on Median	1.939	1	73	.168
	Based on Median and with adjusted df	1.939	1	71.066	.168
	Based on trimmed mean	2.194	1	73	.143

According to the table 4.5 above, the post-test score in both classes also shows greater than $\alpha = 0.05$ with the significant value 0.138 ($0.138 > 0.05$). As a result, it can be concluded that the post test results are also homogeneous.

c. Hypothesis Test

After getting results of normality test and homogeneity test, then the researcher is allowed to calculate t-test. T-test is used to determine if there is significant difference between experimental and control group. This is line with the objective of the study that has been stated. In addition, all data obtained in this test was calculated by using IBM SPSS version 22. The data needed to be compared are the means score of students post-test in both classes. Then, the significant value or alpha was determined from formula is 0.05 or 5%. The result of the calculation can be viewed in the table below:

Group Statistics of Post-Test in Both Classes

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest of Experiment Class with QAR Strategy	37	78.08	10.993	1.807
Posttest of Controlled Class with Conventional Strategy	38	73.03	9.006	1.461

In Table 4.6, it shows the result of t-test analysis of post-test score in experimental class and control class. N means the total sample from each class. The Experiment Class consisted of 37 students and the Control Class consisted of 38 students involved in this study. Based on the table above, it is showed that the mean of students' score was difference. The students' mean score of post-test in experimental class is 78.08 and the students' mean score of post-test in control class is 73.03. Furthermore, both classes have difference mean score of post-test, that is 5.05 score after getting the treatment which the experimental class is the higher one.

Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances									
		t-Test for Equality of Means					95% Confidence Interval of the Difference				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Result of Students' Learning	Equal variances assumed	2.254	.138	2.181	73	.032	5.055	2.318	435	9.674	
	Equal variances not assumed			2.175	69.533	.033	5.055	2.324	419	9.690	

Table 4.6 presents that from the independent sample test of post-test obtained p-value or sig. (2-tailed) = 0.032 it means that the score is lower than the determined significant value 0.05. From the result, it proved that the null hypothesis is rejected and the alternative hypothesis is accepted because the p value (0.032) is lower than sig $\alpha = 0.05$ (5 %). The statistical hypothesis of the research is:
Ho: Using QAR strategy is not effective in teaching reading comprehension of explanation text than without using it.

Ha: Using QAR strategy is effective in teaching reading comprehension of explanation text than without using it.

The criterion used to analyze the hypothesis test is, such as: 1. If the t-test (t_o) > t-table (t_t) in the significance degree of 0.05, Ho (null hypothesis) is rejected. 2. If the t-test (t_o) < t-table (t_t) in the significance degree of 0.05, Ho (null hypothesis) is accepted. In other words, there is an effect of using question-answer relationship strategy on students' reading comprehension of explanation text.

DISCUSSION

In teaching reading a teacher can use many different strategies. One of the comprehension strategies is by question. Questioning for comprehension involves students in questioning the author and the text, searching for bias and point of view, and determining validity. Question-answering strategy can help students get more from their reading by showing them how to find and use information from a text to answer teacher questions.

Based on the data analysis above, it was revealed that the question-answer relationship strategy had a significance effect on students' reading comprehension in

explanation text at the eleventh grade of SMAS Wahidiyah Kediri. QAR strategy is also known as a tool to explain how students can approach the task of reading texts and answering questions. The writer conducted the pre-test at the first meeting and used the score of the pre-test in order to decide which class that would be experimental and control class. The result of this study was taken from the score of pre-test and post-test. It can be seen that the score of the post-test from experimental class was higher than the score of the pre-test from experimental class. Though the score of the post-test from control class was higher than the experimental class, the students' score from experimental class were gained significantly from the pre-test to the post-test.

This study used quasi-experimental design so that the sample of this study was divided into two classes, experimental and control class. The mean score of the posttest in the class was 78.08 which was higher than its pre-test mean score which was 54.27. The mean gained score in the class, furthermore, was 23.81 which indicated that their reading comprehension improved quite significantly. On the other hand, the students' reading comprehension in the control class improved very little. It can be seen from the posttest mean score which was 73.03 and was not so much different from the pre-test mean score which was 64.13. The main gained score in the class, moreover, was 8.89 which showed that their reading comprehension increased with very little improvement.

As it can be seen from the test scores in both classes, additionally, the QAR strategy was effective in improving the students' reading comprehension on explanation text in experimental class. Thus, this can answer the first question in this study that is guided questions technique affect students' reading comprehension on explanation text.

In addition, the writer also conducted the independent sample test in order to find out whether there was any effect of using QAR strategy on students' reading comprehension. It showed that the p-value or sig (2-tailed) was 0.032 which was lower than 0.05. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. So, it can be said that there is an effect on using QAR strategy on students' reading comprehension in explanation text.

This further mean scores of the experimental group are higher than the mean scores of the control group indicating that the using QAR strategy is effective in improving students' reading comprehension on explanation text, with regard to the second question.

Moreover, by using QAR strategy, it can assist the students to comprehend the meaning of text in reading process. Question Answer-Relationships (QAR) is the part of ideas from students to answer the question related the

text. The strategy provides 2 types: (1) In the Book, (2) In my Head). The QAR language conveys the idea that answers can be found in text sources or in our background knowledge and experiences ("In the Book" and "In My Head"). It means that Question Answer Relationship (QAR) involves the idea to answer the question that can be found by students in the book or their background knowledge and experience.

Though QAR strategy gave so many benefits, there might be another strategy that can be used to teach explanation text. And there might other reasons such as increasing student interest in reading a text, because the students learn reading strategies, such as scanning, skimming, or context instructions to find specific information in the text. In this case, this study used to determine the effectiveness of the QAR Strategy on students' reading comprehension of explanation text. It can be seen from the significant improvement of the score from both classes.

Comparing to other previous related studies, there are several similarities and differences to this study. Based on the previous study, the study used eighth grade of junior high school while this study used eleventh grade of senior high school. The previous study, the study was also testing the reading comprehension text, but it was different with the instrument being tested and it used essay question. The next previous study had the same skill and strategy that was tested, but it was different with the genre of text of the test.

In concluding those explanations above, it can be seen that the QAR strategy was effective in improving some skills. Based on the findings, the QAR strategy was effective in improving students' reading comprehension in explanation text at SMAS Wahidiyah in academic year 2019/2020. In general, the use of QAR strategy to teach reading comprehension was quite good. Students appeared more active and cooperative in discussion section.

CONCLUSION

Based on the research findings in chapter IV, it is proved that Question Answer Relationship (QAR) Strategy is moderately effective on the students' reading comprehension of explanation text. It is shown by the students' gained score of experimental and control class. The students' mean score of post-test in experimental class is (76,89) which is higher than the students' mean score of posttest in control class (71,45). Then, the calculation result from independent sample t-test reveals that Sig. (2-tailed) (p) is 0.028 while alpha (α) is 0.05 (5%). In short, $p < \alpha$. It means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted

Besides, to know the extent of the QAR strategy's effectiveness, the writer calculated the effect size by using Cohen's d which resulted a value of 0,52. It can be interpreted that the level of significance ranged in the moderate level. In other word, the relationship between two variables, QAR strategy as an independent variable and students' reading comprehension of explanation text as a dependent variable, is moderate enough.

As a result, the researcher had proved that Question-Answer Relationship (QAR) strategy has an effect at a moderate level to students' achievement in reading comprehension of explanation text at the eleventh grade of SMAS Wahidiyah Kediri in academic year 2019/2020.

SUGGESTION

At the end of this skripsi, the writer would like to give some suggestions in relations to the writer conclusion. The writer also hopes that this skripsi can give benefit to anyone who read it. Here are some suggestions that may help teacher, students, or other researcher that intend to conduct further research.

1. For teachers

By applying various techniques, such as Question-Answer Relationship (QAR) strategy, as alternative techniques in teaching English, teacher can help students to increase their ability in learning English skills, especially reading. Question-Answer Relationship (QAR) strategy can be used in order to make the students more interested and more active in reading descriptive text so that they may not be bored in learning reading in English.

2. For readers

In learning English students need to realize that the learning is not a one way process. To accomplish the goal of learning, students should involve themselves in the classroom activity built by the teacher. By taking part in the activity, students can also improve their ability in English and also their social skills. Students' proficiency is not solely teacher's responsibility, it depends also on students' active role in learning English.

3. For further researchers

This research can also become a contribution to the research in education which is intended to find out the effectiveness of certain strategy, in this case the Question-Answer Relationship (QAR) strategy. This research may also be a relevant study that can be used by other researchers to conduct a further research relating to the implementation of Question-Answer Relationship (QAR) strategy.

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