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1st ISELTON

(The First International Seminar on English LanguageTeaching of Nommensen)

Faculty of Teacher Training and Education,
English Education Study Program
Nommensen HKBP University
Pematangsiantar
Monday, 8th October 2018

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No.	Jam	Agenda	Ruang	Moderator
1.	07.00 – 07.30 WIB	Registration	Aula	Committee
2.	07.30 – 08.00 WIB	Opening	Aula	Committee
3.	08.00 – 08.10 WIB	Opening Ceremony	Aula	Committee
4.	08.10 – 08.20 WIB	Welcoming Speech Chairperson Committee INSELTON	Aula	Bertaria Sohnata Hutauruk, S.Pd., M.Hum.
5.	08.20 – 08.30 WIB	Welcoming Speech Vice Rektor I UHKBPNP	Aula	Prof. Dr. Sanggam Siahaan, M.Hum.
6.	08.30 – 09.00 WIB	Preparation Leanery Speaker		Moderator
7.	09.00 – 09.30 WIB	Introduction Leanery Speaker		Moderator
8.	09.30 – 10.30 WIB	1. Teaching Young Learners In An After-School Program Environment *James Foster B. A* 2. Character Building In English Language Teaching *Miss Cristine Vargas Diaz*	Aula	Dra. Reina A. Sipahutar, M.Pd.
9.	10.30 – 11.00 WIB	Break		
10.	11.00 – 11.30 WIB	1. Translating A Functional Text In The Classroom *Prof. Dr. Sanggam Siahaan, M.Hum.* 2. Developing Students' Research Proposal Design Through Group Investigation Method *Prof. Dr. Selviana Napitupulu, M.Hum.*	Aula	1. Tiarma Intan Marpaung, S.Pd., M.Pd. 2. Tiarma Intan Marpaung, S.Pd., M.Pd.
11.	11.30 – 12.00 WIB	1. Listening Comprehension: An Overview Based On English Language Teaching And Research Perspectives *Dr. Bloner Sinurat, M.Hum.* 2. Challenges To Developing Generic Competence In Writing *Dr. Tagor Pangaribuan, M.Hum.*	Aula	Tiarma Intan Marpaung, S.Pd., M.Pd.

12.	12.00 – 14.00 WIB	Lunch		
13.	14.00 – 14.30 WIB	1. The Effect Of Using Question And Answer Relationsip Strategy To The Students' Ability In Reading Comprehension News Item Text *Bertaria Sohnata Hutauruk* 2. Teaching Transactional Conversation By Using Spontaneous Role Play *Herman* 3. Innovative Learning In Teaching Listening Comprehension *Mery Silalahi*	RK1	Firinta Togatorop, S.Pd., M.Pd.
14.	14.30 – 15.00 WIB	1. Pragmatic Acquisition Of Three Year Old Children In Tk Kristen Gloria Anak Bangsa Pematangsiantar *Mungkap Mangapul Siahaan* 2. Efl Teachers' Pragmatic Competence: A Case Study Of Three Indonesian-Senior Secondary School English Teachers *Nurdiana* 3. Error Analysis Of Students' Writing Recount Texts At English Department FKIP UHN Pematangsiantar *Yanti Kristina Sinaga*	RK1	Asima Rohana Sitanggang, S.Pd., M.Pd.
15.	15.00 – 15.30 WIB	1. The Ability Of The First Semester Students Of Nommensen HKBP University In Pronuncing Regular And Irregular Past Tense Verbs... *Leonita Maria Efipanias Manihuruk* 2. Intralingually Subtitled Materials For Reading Skills *Alvin Taufik* 3. The Ability Of The English Students Of Hkbp Nommensen University Pematangsiantar From The Academic Year 2012/2013 In Pronouncing Two-Syllable Nouns And Verbs By Applying Word Stresses *Nurianti Sihombing*	RK1	Firinta Togatorop, S.Pd., M.Pd.
16.	15.30 – 16.00 WIB	Break		
17.	16.00 – 16.30 WIB	1. Turn Taking Signals In Second Semester Students Conversation At Universitas HKBP Nommensen *Basar Lolo Siahaan* 2. The Influence of Teacher Teaching	RK1	Asima Rohana Sitanggang, S.Pd., M.Pd.

		with Model ADDIE to Improve Learning Outcomes of English Language Study Students *Nurliani Siregar* 3. New Trends in English Education *Rita Clara* 4. An Analysis of Pragmatic Presupposition Used in a Talk Show Golden Ways Entitled Maturity *Maria Olivia Christina Sianipar*		
18.	16.30 – 17.00 WIB	Closing	Aula	Comittyy

CONTENTS

THE EFFECT OF USING QUESTION AND ANSWER RELATIONSIP STRATEGY TO THE STUDENTS' ABILITY IN READING COMPREHENSION NEWS ITEM TEXT

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Abstract

The objectives of this research was find out the effect of using Question and Answer Relationship strategy to the students' ability in reading comprehension news item text. The researcher formulated the problems of this research as follow "What is the effect of using Question Answer Relationship Strategy to the students' ability in comprehending news item text for grade ten of SMA KartikaPematangsiantar?". To answer this probem, the researcher used some theory namely : that can be support this research : Best and Khan (2006:359), Nunan (2003), Raphael and Au (2005) etc.This research was designed as a quantitative research. The population of this research at grade ten of SMA Kartika Pematangsiantar and the sample of this research are X IA-3as experimental class and X IA-2 as control class. The technique of collecting the data was by using test. There were two tests, pretest and postest. The tests were given to the two classes experimental and control class as the sample of this research. Each class consist of 25 students. After giving the test, the researcher analyzed the test result by using technique of scoring reading, tabulated the scores, and counted it. And then the results showed that t-test was 4.50 and t-table was 1.67 ($t_0 > t_{-table}$)which means that QAR strategy was significant affected to the students' ability in reading comprehension news item text.

I.INTRODUCTION

1.1 The Background of the Research

Reading is one of the important skills of English. Students who learn this language need to master good reading skill because through this skill they can enlarge their knowledge and access more information. The more they read the more their knowledge or information they have. In addition, reading is also very important for them either for getting a job or continuing their study to university.

According Spratt, Pulverness and William (2005: 21) is reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge. The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge.

Reading activity is also the activity conducted by students in getting meaning from printed matter and from electronics media. This skill seems to be an active rather than passive process, because, the readers (or students) do not only read but also comprehend what they read about. In order to achieve good comprehension about what they read, they should do reading activity seriously. To do reading activity seriously, the students must have high motivation. According to Kustaryo (1988:2) it is certainly not easy to present the English reading for indonesian students whose language system is different. Reading is a complex process which involves not only read the text but also their experience to comprehend it.

According to the English curriculum of Senior High School (Curriculum 2013), teaching English at the tenth grade is aimed to make the students able to comprehend three types of text: description, report, news item . In this curriculum, the basic competence that should be acquired by the students in this level is comprehending the purpose, generic structure, and language features of those three types of texts. It means that the students are able to understand and produce these types of texts. In fact, there were several problems faced

by the students in reading comprehension. Based on the researcher's informal observation and interview during teaching practice program from August until December 2017 with one of English teachers at SMA KartikaPematangSiantar, most of the students still got difficulties in reading comprehension.

According to Raphael and Au (2005:1), Question and Answer Relationship strategy assists students in relating prior knowledge to text information. It becomes a conscious process students actively engage in when reading texts, especially difficult reading selections. With this strategy, students become aware of the relationships between questions and answers. Students will begin to understand where the answers come from and thus are better able to answer the questions correctly.

1.2. Problem of the Research

The formulation of this research problem is: What is the effect of using Question Answer Relationship Strategy to the students' ability in comprehending news item text for grade ten of SMA KartikaPematangsiantar?

1.3 Objectives of the Research

Based on the statement, the objective of the study is to find the effect of using Question Answer Relationship strategy in student ability in comprehending news item for grade ten of SMA KartikaPematangSiantar.

1.4 Hypothesis of the Research

- Ha : There is significant effect of using Question and Answer Relationship to the students' reading comprehension ability
- Ho : There is no significant effect of using Question and Answer Relationship to the students' reading comprehension ability.

II. REVIEW OF RELATED LITERATURE

2.1 The Types of Reading

Reading is getting the information meaning from the print. There are some types of reading that know of reader when reading the text. According to Patel and Jain (2008:117-119) in Putranti (2015:4) There are four types for reading:

1. **Intensive Reading** is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. For example, this type of reading happens when the learner may be answering comprehension questions, learning new words, studying the grammar and terminology in the passage, translating the passage or other tasks that engage the student in looking intensively inside the text.
2. **Extensive Reading,** the purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading.
3. **Aloud Reading,** Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.
4. **Silent Reading** is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are

enabled to read without any audible whisper. This type applied by teacher when the students have an examination

2.2 The Process of Reading

Based on Patel Jain (2008:123-125), the process of reading may be broadly classified intothree stages:

1. **The recognition stage**, at this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. The basic stage to learn to read an English text. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling of two languages.
2. **The structuring stage**, the learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. The reader not only know the topic of the text but wants to learn deeply with finding the syntactical of text.
3. **The interpretation stage,** this is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information, for study or for pleasure.

2.3 Levels of Reading Comprehension

According to Dorn and Soffos (2005:14), levels of Reading Comprehension are:

1. **Surface Level**

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading. The desire to think beyond the surface level requires motivation. A reader might possess the strategies to think deeper.This level for beginner. The reader reads a simple text like narrative text and understand the story. Their comprehension just for short-term memory time because the reader not really interested to do that. They need a strategy or tricks to make the reading process become fun.

2. **Deep Level**

The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. The text becomes reconstructed or tailored in the reader's mind to accommodate the reader's background experience and personal goals. Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning. Discussing a book with others has a significant influence on one depth of comprehension.

This level for every reader especially students. Reader need to read, comprehend, analyze and make a conclusion from what they have read. It can be combined with their experience, their point of view, analyze the message or adding the text by their own opinion. Based of genre the text, they can read news item, hortatory exposition text, and etc.

2.4 News Item Text

News item is a text which informs readers about events of the day. Its social function is for the readers, listeners, or viewers about events of the day, which are considered newsworthy or important Gerot and Wignel (1995:200). They also list the characteristic of news item as follows:

1. The generic structure:
   a) Newsworthy event(s), recounts the event in summary form
   b) Background event(s), elaborate what happened to whom in what circumtances

c) Source, statements from the perpetrators or victim
2. The significant grammatical patterns
   a) Short, telegraphic information about story captured in headline
   b) Use of material processes to retell the event
   c) Use of projecting verbal processes in sources stages
   d) Focus on circumtances.

2.5 Question and Answer Relationship Strategy

Question and Answer Relationship Startegy is a During Reading strategy that improves comprehension. This strategy teaches students that all questions are not alike and knowing how to identify the types of questions will help them answer questions. According Raphael (1985:516) developed Question and Answer Relationship strategy as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the texts and information from their own background knowledge.Without Question and Answer Relationship strategy instruction, students often over rely on text information or background knowledge.

Furthermore, Conner (2006:217) states that Question and Answer Relationship strategy is reading strategy in which students categorize comprehension questions according to where they got the information they needed to answer each question. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information, textually implicit information, or information entirely from the student's own background knowledge.Conner affirms that Question and Answer Relationship serves five primary purposes:

1. Help students monitor their comprehension of the text.
2. Provides a purpose for reading the text.
3. Allows students to assess their comprehension of the text.
4. Encourages elaborative and critical thinking.
5. Helps refute the common misconception held by students that the text tells all.

The questions that teachers ask and instruction in Question and Answer Relationship or other teacher-led questioning can act as a springboard and a model for critical thinking and complex student generated questions. Teacher-led questioning can be a powerful vehicle in moving text interactions toward higher levels of thinking and critical literacy'. It suggests that Question and Answer Relationship is beneficial to providing students with higher-level questions in order that students can improve their level of critical thinking and literacy. According to Rafael and Au (2005: 208) Question and Answer Relationship 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 subjects.
3. The need for accessible and straight forward whole-school reform for literacyinstruction oriented toward higher level thinking.
4. The need to prepare students for high-stakes testing without undermining a strong focus on higher level thinking with text.

III.RESEARCH METHODOLOGY

2.1. Research Design

This research is conducting by using Quantitative research with using quasi experimental research design. According to Ary (2010:22), "Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". Quantitative research are classified as experimental or non-experimental, where an experimental design based on Ary (2010:301), is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's

internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. It means that experimental design is a research design that is use to find the influence of one variable to another. This researcher also include as quasi experimental research design because quasi experimental designsaresimilar to randomize experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assignment to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that writers be aware of the threats to both internal and external validity and consider these factors in the interpretation.

In this research, the researcher selected two classes, the first class as an experimental class with used Question and Answer Relationship strategy and the second class as a control class without used strategy. The researcher used pre-test and post-test group design with the researcher design can be present in the table as: **Table 3.1 Research Design**

Group	**Pre Test**	**Treatment**	**Post Test**
Experimental (X)	X1	√	X2
Control (Y)	Y1	-	Y2

Note: Treatment using question and answer relationship strategy

Treatment without question and answer relationship strategy

In this research the text that used to test their reading comprehension is a News item text with four meetings for each group class (experimental and control group class) and the first the students gave the pre-test with purpose to know their reading comprehension of news item text before treatment and the post-test gave in the treatment by used the Question and Answer Relationship strategy. The pre-test and post-test conducted for control and experimental class.

2.2 Research Setting

This research held in SMA SwastaKartika 1-4 Pematangsiantar at grade X 2017/2018 year and the steps prepared, implemented and reported. The subject of this research is the students at grade X IA-2 and X IA-3. And the object is the learning process in classroom.

2.3 Population and Sample

1. Population

According to Best and Khan (2006: 13), population is any group of individuals that has one or more characteristics in common that are of interest to the researcher.In this study, the population includes all students Grade X SMA Kartika Pematangsiantar in academic year 2017/2018. There are 136 students.

Table 3.2 Population

Class	Number of Students
X IA-1	30
X IA-2	25
X IA-3	25
X IA-4	29
X IA-5	27
Total	136

2. Sample

According to Best and Khan (2006: 13), a sample is a small proportion of the population that is selected for observation and analysis. The researcher used clustering sample to take the sample. In this research, the samples are 50 students of two classes which divided into Experimental Class and Control Class of SMA Kartika Pematangsiantar. Experimental Class is Class X IA-3 and Control Class is Class X IA-2.

Table 3.3 Sample

Gender	Experimental group	Control group
Female	16	14
Male	9	11
Number of Students	25	25
Total	50	

2.4. The Instrument of the Research

1. Test

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. To get the data, the researcher did the test; it consisted of pre-test and post test. The function of pre-test is to know pre-ability students in comprehending news item text without used a techniques. And the function of post test is to know post-ability of the students in comprehending news item text after they were taught by the techniques in treatment. The test used to see the result of students' comprehension. And the score of the test used to measure the effectiveness of Question and Answer Relationship strategy.

The form of test is multiple-choices, which consist of 30 items to measure students reading comprehension. The reason why the items test constructed in form of multiple choices, because multiple choices is an objective test. And the instrument of this research is put on the appendix.

This research used standardized test. The test is taken from National Examination *(UjianNasional)*. This means the test is valid and reliable.

2.5. Scoring of the Test

To score the test the researcher used score ranging from 0 to 100 by counting the correct answer and applying the formula:

$$S = \frac{R}{N} \text{x } 100\%$$

Notes: S= the score R= the right answerN= number of test items

2.6. The Technique of Collecting Data

The data collected by test. The kind of test is multiple choice question. The test is used to compare the students' ability in reading comprehension by pre-test and post-test.

1. Pre–Test

The researcher used multiple choices technique that consisted of 30 items. Multiple choices technique is a technique that designed by used five choices and the participant choose one correct answer. After finished the test, the students collected it to teacher.

2. Treatment

The treatment conducted after pre-test. In the experimental group, the student teach by applied Question and Answer Relationship strategy while control group teach without the strategy. Both of the groups got the same reading material. The activities during the treatment to the experimental group and the control group briefly described as follows:

The Activity of Teacher and Students in Experimental Group

No	Teacher	Students	Time allocation (Minutes)
1	The teacher greets the students and ask a student to lead pray.	The students greet the teacher and a student lead a pray.	5
2	The teacher taught News Items Text	The students paid full attention to News Items Text	5

No	Teacher	Students	Time allocation (Minutes)
3	The teacher explain about Question and Answer Relationship Strategy (what QAR strategy is, and how to implement the strategy in reading process and used sheet)	The students listen to their teacher	15
4	The teacher asked the students to answer News Item Text.	The students to answer News Item Text.	20
Total			45

Activity of Teacher and Students in Control Group

No	**Teacher**	**Students**	**Time allocation (Minutes)**
1	The teacher greets the students and ask a student to lead pray.	The students greet the teacher and a student lead a prayer	5
2	The teacher taught News Item Text	The students paid full attention to the teaching News Item Text	5
3	The teacher asked the students to read the text.	The students read the text	15
4	The teacher asked the students to answer News Item Text	The students to answer News Item Text	20
Total			**40**

3. Post- Test

After treatment, the writer gave the post-test in the last meeting. The teacher shared the test that consists of 30 items and the students are gave a post- test which is similar with the pre-test. The function of the post-test is to know the mean scores of the experimental group and the control group after treatment finished.

2.7. Technique of Analyzing Data

After the data are collected, and then the writer analyzes the data by the following steps:

1. The researcher scores the students'reading test in pre and in post test.
2. The researcher lists the score of experimental class as variable X and control class as variable Y in the table.
3. The researcher calculated the mean (M) of variable X and Y by using the following formula: Best and Kahn (2006: 359).
   1. $\bar{X}x = \frac{\sum Xx}{N}$
   2. $\bar{X}y = \frac{\sum Xy}{N}$

   Where: $\bar{X}$: Mean
   $\sum X$: Sum of raw score
   N : Number of cases
4. The researcher calculated the Standard Deviation of each class or variable by using the following formula: Best and Kahn (2006:365).

$$\sigma = \sqrt{\frac{\Sigma(X - \bar{X})^2}{N}}$$

5. After that, counting t-test to know the effect of using PWIM on students writing. The t-test formula is as follow:Best and Khan (2006:407).

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2 + S_2^2}{N_1 + N_2}}}$$

$\bar{X}_1$: Mean of experimental sample
$\bar{X}_2$: Mean of control sample
S_1^2 : Variance of experiment sample
S_2^2 : Variance of control sample
N_1 : Number of cases in experimental sample
N_2 : Number of cases in control sample

IV. RESEARCH FINDINGS

The two classes were given the same test, pre-test and post-test. The number of the test item was 30, tested for 50 students (25students in control class and 25 students in experimental class) at grade X of SMA KartikaPematangsiantar. The data were obtained by giving a news item test to the students in order to know their ability in reading comprehension.

4.1 Data Analysis

The data had been collected by giving the test instrument. It was multiple choice test form. The data was the students' scores in reading text. Then, the researcher analyzed the data by using the formula as stated in chapter III. The researcher choose X IA-2 as the control class and X IA-3 as the experimental class. Both of the class consists of 25 students. So, the data gathered was 50.

1. **Experimental Class**

Table 4.1 Scores of Pre-test and Post-test in Experimental Class

No.	Initial Name of the Students	Pre-Test (X1)	$X1^2$	Post-Test (X2)	$X2^2$	$X (X_2 - X_1)$	X^2
1	AS	46.6	2171.56	66.6	443.56	20	400
2	AN	43.3	1874.89	60	3600	16.7	278.89
3	CL	60	3600	73.3	5372.89	13.3	176.89
4	CF	73.3	5372.89	83.3	6938.89	10	100
5	D	40	1600	60	3600	20	400
6	DK	50	2500	70	4900	20	400
7	FDW	73.3	5372.89	86.6	7499.56	13.3	176.89
8	FNI	70	4900	83.3	6938.89	13.3	176.89
9	FWY	63.3	4006.89	76.6	5867.56	13.3	176.89
10	KDR	70	4900	90	8100	20	400
11	NAG	53.3	2840.89	70	4900	16.7	278,89
12	N	43.3	1874.89	56.6	3203.56	13.3	176.89
13	OMP	43.3	1874.89	63.3	4006.89	20	400
14	PAS	66.6	4435.56	86.6	7499.6	20	400
15	RA	43.3	1874.89	63.3	4006.89	20	400
16	SA	46.6	2171.56	60	3600	13.4	179.56
17	SAF	43.3	187489	63.3	4006.89	20	400

No.	Initial Name of the Students	Pre-Test (X1)	$X1^2$	Post-Test (X2)	$X2^2$	X ($X_2 - X_1$)	X^2
18	SSS	60	3600	80	6400	20	400
19	SOA	40	1600	53.3	2840.89	13.3	176.89
20	SUA	63.3	4006.89	80	6400	16.7	278.89
21	TWH	70	4900	90	8100	20	400
22	WSS	50	2500	70	4900	20	400
23	YA	50	2500	66.6	4435.56	16.6	275.56
24	ZAS	40	1600	60	3600	20	400
25	ZFN	60	3600	73.3	5372.89	13.3	176.89
	N= 25	1362.8	77553.58	1786	130526.5	423.2	7430.02

Based on the table, total of sample in experimental class is 25. Total of the students' scores of pretest in experimental class is 1362.8. Total of the students' scores of post test in experimental class is 1786. Range scores of pre-test and post-test in experimental class is 423.2.

N = 25
$\sum X_1$ = 1362.8
$\sum X_2$ = 1786
$\sum X_1^2$ = 77553.58
$\sum X_2^2$ = 130526.5
$\sum X$ = 423.2

Note:
N : total number of samples in experimental class
$\sum X_1$: total of the students' scores of pre-test in experimental class
$\sum X_2$: total of the students' scores of post-test in experimental class
$\sum X$: range scores of pre-test and post-test in experimental class
$\sum (X)^2$: quadrates of the range scores of pre-test and post-test in experimental class

The table shows that in experimental class, the highest score of pre-test was 73.3 and the lowest score was 40. In post-test, the students were able to reading comprehension news item text by Question and Answer Realtionship strategy. The highest score of post-test was 90 and the lowest score was 53.3. It means that the ability of students in post-test by Question and Answer Relationship strategy was more increase than pre-test without Question and Answer Relationship strategy on reading comprehension news item text.

a. Mean Score of the Experimental Group

Mean score of pre-test

$$\bar{X}x_1 = \frac{\sum X_1}{N}$$

$$\bar{X}x_1 = \frac{1362.8}{25}$$

$\bar{X}x_1$ = 54.5

Mean score of post-test

$$\bar{X}x_2 = \frac{\sum X_2}{N}$$

$$\bar{X}x_2 = \frac{1786}{25}$$

$\bar{X}x_2$ = 71.4

Note:
$\bar{X}x_1$ = mean score of pre-test in experimental group
$\bar{X}x_2$ = mean score of post-test in experimental group
$\sum X_1$ = sum of multiplication X_1 in experimental group
$\sum X_2$ = sum of multiplication X_2 in experimental group
N = total number of samples in experimental group

Based on the calculation above, the writer counted mean score of experimental group. Mean score of pre-test ($\bar{X}x_1$) was 54.5 and mean score of post test ($\bar{X}x_2$) was 71.4. Mean score of

pre-test was lower than mean score of post-test. It means that the result of mean score in experimental group was more increase after using QAR strategy in treatment.

b. Standard Deviation in Pre-test of Experimental Group

$$S = \sqrt{\frac{N\sum X_1^2 - (\bar{X}1)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{25(77553.58) - (1362.8)^2}{25(25-1)}}$$

$$S = \sqrt{\frac{1938839.5 - 1857223.84}{25(24)}}$$

$$S = \sqrt{\frac{81615.66}{600}}$$

$$S = \sqrt{136.02}$$

$$S = 11.66$$

c. Standard Deviation in Post-test of Experimental Group

$$S = \sqrt{\frac{N\sum X_2^2 - (\bar{X}2)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{25(130526.5) - (1786)^2}{25(25-1)}}$$

$$S = \sqrt{\frac{3263162.5 - 3189796}{25(24)}}$$

$$S = \sqrt{\frac{73366.5}{600}}$$

$$S = \sqrt{122.2}$$

$$S = 11.05$$

Note:

S =standard deviation
N =total number of samples in experimental group
$\sum X_1$ =total of students' scores of pre-test in experimental group
$\sum X_2$ =total of students' scores of post-test in experimental group

Based on the calculation above, the researcher got the score of standard deviation in pre-test on experimental group was 11.66 and the score of standard deviation in post-test on experimental group was 11.05.

Table 4.1.1 The Level of Students' Score in Pre-test of Experimental Group

Mean ($\bar{x}$) = 54.5 Standard deviation (S) =11.66

Level of Scores	The Criteria
High	$\bar{x}$ + S 54.5 + 11.66 66.1

Medium	$\bar{x}$ - S ↔ $\bar{x}$ + S 54.5 – 11.66 ↔ 54.5 + 11.66 42.84 ↔ 66.1
Low	$\bar{x}$ – S 54.5 – 11.66 42.84

Classification of the students' score in pre-test in experimental group can be seen in the following below:

Table 4.1.2 Classification of the Students' Score in Pre-test of Experimental Group

Level of Scores	The Criteria	Number of Students	Percentage
High	More than 66.1	6	24%
Medium	Between 42.84 ↔ 66.1	16	64%
Low	Under 42.84	3	12%

From the table above, we can see that the total student in high level was 6 students, the total student in medium level was 16 students, and in low level was 3 students.

The level of students' score in post test of experimental group can be seen in the following below:

Table 4.1.3 The Level of Students' Score in Post-test of Experimental Group

Mean ($\bar{x}$) = 71.4 Standard deviation (S) = 11.05

Level of Scores	The Criteria
High	$\bar{x}$ + S 71.4+11.05 82.45
Medium	$\bar{x}$ - S ↔ $\bar{x}$ + S 71.4 – 11.05 ↔ 71.4 + 11.05 60.35 ↔ 82.42
Low	$\bar{x}$ – S 71.4 – 11.05 60.35

Classification of the students' score in post-test in experimental group can be seen in the following below:

Table 4.1.4 Classification of the Students' Score in Post-test of Experimental Group

Level of Scores	The Criteria	Number of Students	Percentage
High	More than 82.45	6	24%
Medium	Between 60.35↔ 82.42	13	52%
Low	Under 60.35	6	24%

From the table above, we can see that the total student in high level was 6 students, the total student in medium level was 13 students, and in low level was 6 students.

2. Control Class

Table 4.2 Scores of Pre-test and Post-test in Control Class

No.	**Initial Name of the Students**	**Pre-Test (Y1)**	**$Y1^2$**	**Post-Test (Y2)**	**$Y2^2$**	**Y ($Y_2 - Y_1$)**	**Y^2**
1	A	40	1600	43,3	1874,89	3,3	10,89
2	ARD	53,3	2840,89	63,3	4006,89	10	100
3	BP	50	2500	63,3	4006,89	13,3	176,89

No.	Initial Name of the Students	Pre-Test (Y1)	$Y1^2$	Post-Test (Y2)	$Y2^2$	Y ($Y_2 - Y_1$)	Y^2
4	CA	46,6	2171,56	60	3600	13,4	179,56
5	DA	36,6	1339,56	46,6	2171,56	10	100
6	DAA	50	2500	66,6	4435,56	16,6	275,56
7	DG	33,3	1108,89	50	2500	16,7	278,89
8	DW	46,6	2171,56	73,3	5372,89	26,7	712,89
9	DWA	36,6	1339,56	36,6	1339,56	0	0
10	DWN	60	3600	60	3600	0	0
11	ETF	33,3	1108,89	50	2500	16,7	278,89
12	ERN	50	2500	63,3	4006,89	13,3	176,89
13	FMR	50	2500	63,3	4006,89	13,3	176,89
14	HF	60	3600	70	4900	10	100
15	HS	33,3	1108,89	40	1600	6,7	44,89
16	IYA	73,3	5372,89	80	6400	6,7	44,89
17	MCS	70	4900	80	6400	10	100
18	PF	46,6	2171,56	60	3600	13,4	179,56
19	PUA	40	1600	46,6	2171,56	6,6	43,56
20	R	33,3	1108,89	46,6	2171,56	13,3	176,89
21	SDN	40	1600	43,3	1874,89	3,3	10,89
22	SKP	43,3	1874,89	56,6	3203,56	13,3	176,89
23	SSR	43,3	1874,89	56,6	3203,56	13,3	176,89
24	WW	36,6	1339,56	50	2500	13,4	179,56
25	YAM	50	2500	60	3600	10	100
	N = 25	1156	56332,48	1429,3	85047,15	273,3	3801,37

N = 25 $\sum Y_1^2$ = 56332.48
$\sum Y_1$ = 1156 $\sum Y_2^2$ = 85047.15
$\sum Y_2$ = 1429.3 $\sum Y$ = 273.3

Note:
N : total number of samples in control class
$\sum Y_1$: total of the students' scores of pre-test in control class
$\sum Y_2$: total of the students' scores of post-test in control class
$\sum Y$: range scores of pre-test and post-test in control class
$\sum (Y)^2$: quadrates of the range scores of pre-test and post-test in control class

The table shows that in control group, the highest score for pre-test was 73.3 and the lowest score was 33.3, while the highest score for post-test was 80 and the lowest score was 36.6.

a. Mean Score of Control Group

Mean score of pre-test

$$\bar{X}y_1 = \frac{\sum Y_1}{N}$$

$$\bar{X}y_1 = \frac{1156}{25}$$

$$\bar{X}y_1 = 46.24$$

Mean score of post-test

$$\bar{X}y_2 = \frac{\sum Y_2}{N}$$

$$\bar{X}y_2 = \frac{1429.3}{25}$$

$$\bar{X}y_2 = 57.17$$

Note:
$\bar{X}y_1$ = mean score of pre-test in control group

$\bar{X}y_2$ = mean score of post-test in control group
$\sum Y_1$ = sum of multiplication X in control group
$\sum Y_2$ = sum of multiplication Y in control group
N = total number of samples in control group

Based on the calculation above, the researcher counted mean score of control group. Mean score of pre-test ($\bar{X}y_1$) was 46.24 and mean score of post test ($\bar{X}y_2$) was 57.17. Mean score of pre-test was lower than mean score of post-test.

b. Standard Deviation in Pre-test of Control Group

$$S = \sqrt{\frac{N\sum Y_1^2 - (\bar{Y}2)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{25(56332.48) - (1156)^2}{25(25-1)}}$$

$$S = \sqrt{\frac{1408312 - 11336336}{25(24)}}$$

$$S = \sqrt{\frac{71976}{600}}$$

$$S = \sqrt{119.96}$$

$$S = 10.95$$

c. Standard Deviation in Post-test of Control Group

$$S = \sqrt{\frac{N\sum Y_2^2 - (\bar{Y}2)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{25(85047.15) - (1429.3)^2}{25(25-1)}}$$

$$S = \sqrt{\frac{2126178.75 - 2042898.49}{25(24)}}$$

$$S = \sqrt{\frac{83280.26}{600}}$$

$$S = \sqrt{138.80}$$

$$S = 11.78$$

Note:
S = standard deviation
N = total number of samples in experimental group
$\sum Y_1$ = total of students' scores of pre-test in experimental group
$\sum Y_2$ = total of students' scores of post-test in experimental group

Based on the calculation above, the researcher got the score of standard deviation in pre-test on control group was 10.95 and the score of standard deviation in post-test on control group was 11.78.

The level of students' score in pre-test of control group can be seen in the following below:

Table 4.2.1 The Level of Students' Score in Pre-test of Control Group

Mean ($\bar{x}$) = 46.24 Standard deviation (S) = 10.95

Level of Scores	The Criteria
High	$\bar{x}$ + S 46.24 + 10.95 57.19
Medium	$\bar{x}$ - S ↔ $\bar{x}$ + S 46.24 –10.95↔ 46.24 + 10.95 35.29 ↔ 57.19
Low	$\bar{x}$ – S 46.24 – 10.95 35.29

Classification of the students' score in pre-test in control group can be seen in the following below:

Table 4.1.2 Classification of the Students' Score in Pre-test of Control Group

Level of Scores	The Criteria	Number of Students	Percentage
High	More than 57.19	4	16%
Medium	Between 35.29 ↔ 57.19	17	68%
Low	Under 35.29	4	16%

From the table above, we can see that the total student in high level was 4 students, the total student in medium level was 17students, and in low level was 4student.

The level of students' score in post test of control group can be seen in the following below:

Table 4.1.3 The Level of Students' Score in Post-test of Control Group

Mean ($\bar{x}$) = 57.17 Standard deviation (S) = 11.78

Level of Scores	The Criteria
High	$\bar{x}$ + S 57.17 + 11.78 68.95
Medium	$\bar{x}$ – S ↔ $\bar{x}$ + S 57.17– 11.78 ↔ 57.17 + 11.78 45.39 ↔ 68.95
Low	$\bar{x}$– S 57.17 – 11.78 45.39

Classification of the students' score in post-test in control group can be seen in the following below:

Table 4.1.4 Classification of the Students' Score in Post-test of Control Group

Level of Scores	The Criteria	Number of Students	Percentage
High	More than 68.95	4	%
Medium	Between 45.39 ↔ 68.95	17	%
Low	Under 45.39	4	%

From the table above, we can see that the total student in high level was 4 students, the total student in medium level was 17 students, and in low level was 4 students.

1. **Analyzing Improving Pre-test and Post-test in Experimental and Control Group**

Table 4.3 The Scores of Pre-test and Post-Test in Experimental and Control Group

No	Experimental Group				Control Group			
	Pre-Test (X_1)	Post test (X_2)	X (X_2-X_1)	X^2	Pre Test (Y_1)	Post Test (Y_2)	Y (Y_2-Y_1)	Y^2
1	46.6	66.6	20	400	40	43,3	3,3	10,89
2	43.3	60	16.7	278.89	53,3	63,3	10	100
3	60	73.3	13.3	176.89	50	63,3	13,3	176,89
4	73.3	83.3	10	100	46,6	60	13,4	179,56
5	40	60	20	400	36,6	46,6	10	100
6	50	70	20	400	50	66,6	16,6	275,56
7	73.3	86.6	13.3	176.89	33,3	50	16,7	278,89
8	70	83.3	13.3	176.89	46,6	73,3	26,7	712,89
9	63.3	76.6	13.3	176.89	36,6	36,6	0	0
10	70	90	20	400	60	60	0	0
11	53.3	70	16.7	278,89	33,3	50	16,7	278,89
12	43.3	56.6	13.3	176.89	50	63,3	13,3	176,89
13	43.3	63.3	20	400	50	63,3	13,3	176,89
14	66.6	86.6	20	400	60	70	10	100
15	43.3	63.3	20	400	33,3	40	6,7	44,89
16	46.6	60	13.4	179.56	73,3	80	6,7	44,89
17	43.3	63.3	20	400	70	80	10	100
18	60	80	20	400	46,6	60	13,4	179,56
19	40	53.3	13.3	176.89	40	46,6	6,6	43,56
20	63.3	80	16.7	278.89	33,3	46,6	13,3	176,89
21	70	90	20	400	40	43,3	3,3	10,89
22	50	70	20	400	43,3	56,6	13,3	176,89
23	50	66.6	16.6	275.56	43,3	56,6	13,3	176,89
24	40	60	20	400	36,6	50	13,4	179,56
25	60	73.3	13.3	176.89	50	60	10	100
∑	1362.8	1786	423.2	7430.02	1156	1429,3	273,3	3801,37

- Mean Deviation of Experimental Group

$$\bar{X}x = \frac{\sum Xx}{N}$$

$$\bar{X}x = \frac{423.2}{25}$$

$$\bar{X}x = 16.92$$

- Mean Deviation of Control Group

$$\bar{X}y = \frac{\sum Xy}{N}$$

$$\bar{X}y = \frac{273.3}{25}$$

$$\bar{X}y = 10.93$$

- Variance of Experimental Group

$$S^2 = \frac{N\sum X^2 - (\bar{X})^2}{n(n-1)}$$

$$S^2 = \frac{25(7430.02) - (423.2)^2}{25(25-1)}$$

$$S^2 = \frac{185750.5 - 179098.24}{25(24)}$$

- Variance of Control Group

$$S^2 = \frac{N\sum Y^2 - (\bar{Y})^2}{n(n-1)}$$

$$S^2 = \frac{25(3801.37) - (273.3)^2}{25(25-1)}$$

$$S^2 = \frac{95031.75 - 74692.89}{25(24)}$$

$$S^2 = \frac{6652.26}{600} \qquad S^2 = \frac{20338,86}{600}$$
$$S^2 = 11.08 \qquad S^2 = 33.89$$

4.2 **Testing Hypothesis**

In order to know whether there was any effect of question and answer relationship strategy on students' reading comprehension news item text, the differences of mean score and standard deviation of each group were calculated by using t-test formula. The t-test formula is applied to find out effect of question and answer relationship strategy on students' reading comprehension news item text. The formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$\bar{X}_1$: Mean of experimental sample
$\bar{X}_2$: Mean of control sample
S_1^2 : Variance of experiment sample
S_2^2 : Variance of control sample
N_1 : Number of cases in experimental sample
N_2 : Number of cases in control sample

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$t = \frac{16.92 - 10.93}{\sqrt{\frac{11.08}{25} + \frac{33.89}{25}}}$$

$$t = \frac{5.99}{\sqrt{0.44 + 1.35}}$$
$$t = \frac{5.99}{\sqrt{1.79}}$$
$$t = \frac{5.99}{1.33}$$
$$t = 4.50$$

Based on the calculation above, it showed the statistic data both experimental and control group in pre-test and post-test. The result of calculation showed that **t-test** is 4.50.

d.f = (Nx + Ny-2)
d.f = (25+25-2)
d.f = 48

After adapting the data into t-test formula, it obtained that **t-observed** was 4.50 in certain of degree of freedom (df) of this research was obtained from (Nx + Ny – 2) = 25 + 25 – 2 = 48.

Based on the calculation of t-test, 4.50 were higher than t-table at the level of significance 1.67. Based on t-table distribution gained the significant critical value 4.50 > 1.67. It means QAR significantly affected to the students' reading comprehension news item text for grade X students of SMA Kartika Pematangsiantar. It was the result of t-test was higher than t-table (4.50 > 1.67), the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It means that there are significance difference between experimental and control group.

4.3 **Research Findings**

Based on the writer's research at grade X of SMA Kartika Pematangsiantar, there is significant different between teaching English reading with QAR and teaching English reading without QAR. It can be seen by the score of t-test was higher than t-table (4.50 > 1.67) with the degree of freedom (df=48) . It means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. And there is signifcant effect of QAR to students' ability in reading comprehension news item text. The process of English learning by QAR are well behaved in the classroom activities, which the students are motivated learn, lower students' stress gives the students to opportunity for real communication and are actively engaged in learning activities because by QAR the students learned English actively.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the previous discussion and the result of research, the writer concludes that:

1. Reading comprehension news item text used Question and Answer Relationship strategy of the First Year Students of SMA KartikaPematangsiantar is good. It can be seen from the computation in which the mean score of the students' ability in reading comprehension news item text in post test of experimental class is 71.4.
2. Reading comprehension news item text without used Question and Answer Relationship strategy of the First Year Students of SMA KartikaPematangsiantaris lack. It can be seen from the computation which the mean score of the students' ability in reading comprehension news item text in post test of control class is 57.17.
3. Based on the data described previously, it shows that there is significant different between teaching English reading comprehension with QAR and teaching English writing without QAR in SMA KartikaPematangsiantar. It can be seen by the score of t-test was higher than t-table (4.50> 1.67)with the degree of freedom (df=48). It means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. And there is signifcant effect of QAR strategy to students' ability in reading comprehension news item text.
4. The contribution after applied QAR strategy as medium is the students more understanding purpose, the structure of the text and the students developing their ideas easily to comprehend a text according tothe topic.

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