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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading and writing). Reading is important to be learned and mastered by every individual. According to Christina and Mary (1979, p. 64), reading is the individual activity to get information excellence and unless there are contextual constraints on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading. Linse (2005, p. 69) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. In other words, we must be able to decode the printed words and also comprehend what we read. Richards and Schmidt (2010, p. 483) also state that reading is the processes by which the meaning of a written text is understood.

Nuttal (1982, p. 2) states that reading is an activity done to exact (to correct in every detail) meaning from writing. It is the way the readers get message from a text by having interaction between perception of graphic symbols that represent language and the reader's language skills, cognitive skills and the knowledge of the world.

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Based on the definition above, it can be concluded that reading is a way to get information from something that was written. Reading involves the interaction between reader and the passage. The purposes of reading are follows:

- a. For pleasure or for personal reasons
- b. To find personal information such as what book is mostly about
- c. To find a specific topic in a book or article
- d. To learn subject matter that is required for class

According to Brown (2003, p. 185), reading comprehension is the process of constructing meaning by coordinating a number of complex process that includes word reading, word and world knowledge, and fluency. Idham and Zelly (2014, p. 97) state that in reading comprehension the reader interacts with the message encoded in the text to generate an understanding of an author's message. So, reading comprehension is an interaction between the writer and reader. In other words, comprehension has the same meaning as the understanding. Readers should have more concentration in reading activity in order to get better understanding from the text.

Meanwhile, Snow (2002, p. 11) indicates that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize



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both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part.

According to Haris and Smith in Fitri Wilmi (2011, p. 17), there are five factors of reading comprehension. They are:

- a. Background experience. In reading activity, by having background experience the pupil will be easy to comprehend the reading text.
- b. Language ability. In the process of reading comprehension, language ability is important. One must have basic knowledge of English such as syntax, semantic, morphology, etc, in order to read a reading text.
- c. Thinking abilities. Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events and engage in any number of similar mental operations, so it is hardly seen necessary to persuade you that reading involves thinking.
- d. Affection. Affective is important to comprehension. Educators are increasingly recognizing that the students' interest, motivations, attitudes, beliefs, and feeling are important factors that cannot be taken for granted or ignored in educational process.
- e. Reading purpose. The purpose of reading is important. The purpose may help some students focus on a key issue, better understanding

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and important aspect of the story. According to Kalayo and Fauzan (2007, p. 114), “the purpose for reading also determines the appropriate approach to reading comprehension.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. Reading cannot be separated from comprehension because purpose of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless.

2. Teaching Reading Comprehension

According to Nunan in Misdaliza (2005, p. 3), teaching reading has three activities, they are as follows:

a. Pre-reading activity

Pre- reading activity is the activity before reading process then, the aims are:

- 1) To introduce and arouse the interest of the students to the topic. In this case, the teacher introduces to the students about the topic which they will discuss in English class.
- 2) To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic.
- 3) To provide some language preparation for the text. In this term, teacher can show language preparation, such as : the

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words, phrases, or sentences that can be used to lead the students' attention to the material.

b. Whilst-reading activity

Whilst reading activity is the core of the lesson. What need to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information. According to I.S.P Nation (2009, p. 70), skimming is the reader read goes through a text quickly, not noting every word but trying to get the main idea of what the text is about. While, scanning means reading involves searching a particular piece of information in a text, such as looking for a particular name or a particular number.

c. Post Reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to passage.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process. According to Sadoski in Fitri Wilmi (2011, p. 15), there are two main goals of teaching reading that balance between the effective domain and cognitive domain. They are:

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1) Affective Goals

a) Developing positive attitudes toward reading.

The term attitude, as used here, applies to students' perceptions of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing student's confidence in their own ability as a reader. Ideally, students should experience success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating.

b) Developing personal interest and tastes in reading.

Having a positive attitude is not enough. Lifelong readers choose to pursue their life interest through reading. Having an interest in reading means having the motivation to read and respond affectively, to seek to enlarge readers/students' sense of self-worth through reading.

2) Cognitive Goals

a) Developing the use of reading as a tool to solve problem

Reading weighs heavily in the tool belt of a working, technological society. It helps us solve a broad array of personal and social problems in a complex, literate world. Reading is also a way to deal with everyday problems where printed language is a feasible and requisite solution.

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- b) Developing the fundamental competencies that comprise reading is the most basic goal.

3. Factors Influencing Students' Reading Comprehension

According to Judith Westphal (1986) in Kamariah (2015, p. 16), there are three sets that influence reading comprehension:

a. The Individual Reader Context

The reader actively interprets the cues on the printed page in the light of what he or she brings to it. This includes his or her prior knowledge about the topic, emotional attitudes relative to the topic and assignment, and reading comprehension by assessing and developing their schemata related to the topic. It was also suggested that motivation and interest should be developed prior to reading.

b. The Text Context

The text context purpose is to help reader or teacher become skillful at detecting possible sources of difficulty in reading material to us, and even if reader or teacher finds her/his self limited to difficult text, they can provide pre reading skill in structure to help the students deal with potential text difficulties.

c. The Situational Context

The situational context that has many aspects to be considered is the students understand the purpose of the assignment, they know how to read for that purpose, question reflect the purpose, know how to read for that purpose, questions reflect the purpose, the question understandable,

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during reading and testing ones in which they could perform (social, emotional, or physical environments).

4. The aspect of reading comprehension

Reading comprehension has five aspects that this clarifies actually concerned with reading comprehension. According to MoKing and Stanley (2004) as cited in Asmarika (2016), they are :

a. Finding main idea

Reading concerns with meaning to greater extend that it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author, in other words, some of ideas are super ordinate while other subordinate.

b. Finding factual information/ detail

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time and amount. In which most of the answer can be found in the text.

c. Finding the meaning of vocabulary in context

It means that the readers could develop the guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

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d. Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he ,this, those, and so on.

e. Making inference

The importance of reading is to understand what the writer wrote; it is expected that reader can infer the writer wrote. In making inference, it is a skill where the students are able to read between lines. It divides into main attention, draw logical inferences and make accurate prediction.

5. Assessment of Reading Comprehension

Assessment is an ongoing process that encompasses a much wider domain (Brown Douglas, 1991, p. 4). In assessing reading, Brown categorizes reading assessment into several types, such as; multiple-choise, short-answer, editing (longer texts). In addition, Nation (2009, p. 77-79) pointed out that comprehension test can use a variety of question forms, such as :

a. Pronominal questions

These questions require learners to make a written which can range in length form of a single word to several paragraphs. Usually

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for comprehension, short answers are required and these forms of questions are called short answer questions.

b. True/False/, Yes/No, Alternative questions and Multiple Choice

These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer. Multiple choice questions can focus on details and on more aspects of the text. The test multiple choice is a test item in which the test taker presents with a question along with four or five possible answers from which one must be selected: (Jack & Schmidh, 2002, p. 346). According to Nation (2009, p. 78), multiple choice questions can focus on details and more general aspect of the text, the technique of collecting data on details and more general aspect of the text.

c. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of the text.

In the research, the researcher only used the standard of reading comprehension which is provided in K13 at Senior High School 3 Mandau. The researcher determines some indicators of reading comprehension in which :

- a. The students are able to find out the main idea of the descriptive text.

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- b. The students are able to identify information of the text.
- c. The students are able to identify inference of the descriptive text.
- d. The students are able to identify generic structure of descriptive text.
- e. The students are able to identify language features of the descriptive text.

6. Context of Question Answer Relationship

a. Definition of Question Answer Relationship

There are many experts who have defined about Question Answer Relationship strategy or QAR. QAR is a taxonomy that assists teachers by providing framework for answering questions and shaping comprehension instruction. According to Raphael (1986), Question Answer Relationship is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering question. When teaching students to answer comprehension questions, the QAR taxonomy provides students with structured categories for questions. When using this taxonomy as a question-answering strategy, students are able to determine where to find the information needed to answer a question by determining where the question belongs in the QAR taxonomy. The taxonomy is also useful in that it provides a common language for teachers' and students' questions.

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In addition, Armbuster and Osborn in Wahyuni's (2014, p. 9) state that question answer relationship encourages students to learn how to answer questions better and therefore to learn more as they read. In this instruction, readers learn to answer questions that require an understanding of information that is explicit text (stated explicitly in single sentence); implicit text (implied by information presented in two or more sentences); or scriptal (not found in the text at all, but part of the reader's prior knowledge or experience). They are:

- 1) Explicit text : it means anything that is clear, detail and easy to understand. Answer the question in the text not beating around the bush or being confusing or stated explicitly in a single sentence
- 2) Implicit text : it means that something is understood but not detail and clearly stated by information presented in one or more sentences.
- 3) Scriptal : the answer is not found in the text. It means that the answer is found in the mind or students' experience.

Jennifer (2006, p. 1) says that QAR is a reading strategy in which students categorize comprehension question according to where they get the information they need to answer each question. Moreover, according to Billmeyer (2006), the Question Answer Relationship

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strategy helps students make connections between information in the selection and their prior knowledge.

Question Answer Relationship (QAR) strategy has proven that when students are taught to use the strategy, their ability to answer correctly improves. In addition, Janette (2007, p. 112) states that generating questions help students engage with the text, monitor their understanding, remember what they have read, and connect what they are learning to what they already know. One technique that is very effective to teach students to use the Question Answer Relationships (QAR) types described earlier to generate questions after reading. For example, after reading, students can create one question of each QAR types about what they read. To reinforce what they have learned while reading, students then ask each other with their question. Raphael in Ellen (2011, p. 124) states that QAR is one successful technique to help students learn to ask question of text. Ellen also states that :

This technique was invented to help students differentiate the types of question they asked of text. Students learn to identify “right there” questions, in which the answer to a question was explicitly stated in the text. They recognized “think and search” questions, which had answer in the text that required searching and some inferencing . “on my own” questions were those in which the questions was generated by the readers’ personal motivation and had to be answered by the reader’s background knowledge. When students were gradually

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expected to take over the questioning role, they were able to ask more high-level questions of their text.

In addition, Raphael and Au (2001, p. 4-5) describe the core of Question Answer Relationship into two main categories in which each of them has two subcategories. The main categories are “In the Book” and “In My Head”. The category of “In the Book” consists of two sub categories, namely 1) right there and 2) think and search. The category of “In My Head” consists of two sub categories, namely: 1) On my own, and 2) Author and me.

The details of both categories are described as follows:

1. In the Book Questions

a) Right There

Right there question requires reader to go back to the passage and find the correct information (explicit information) to answer the question. These are sometimes called literal question as the correct answer can be found in the passage. Right there question sometimes include the words: According to the passages, How many, Who is, Where is, and What is.

The steps may be purposed to answer Right There questions are as follows:

- Reread

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- Scan
- Look for key words

b) Think and Search

In Think and Search questions, the answer will still be in the text, but the details necessary to answer may be in more than one location. The questions usually require the reader to think about ideas or information (implicit information) in the passage related to each other. To answer the questions effectively, the reader will need to “think and search” throughout the text and will need to look back at the passage, find the information that the questions refers to and then think about how the information that the question refers to and then think about how the information or ideas fit together.

The step may be purposed to answer Think and Search questions are as follows:

- Skim or reread
- Look for important information
- Summarize

2. In Your Head Questions**a) Author and You**

Author and You questions require reader to use ideas and information that is not stated directly in the passage

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to answer the questions. These questions require the reader to think about what you have and formulate your own attitude. The steps may be purposed to answer Author and You questions are as follows:

- Reread
- Think about what you already know and what the author says
- Predict

b) On Your Own

On Your Own questions can be answered using reader's background knowledge on a topic. This type of questions does not usually appear on test of reading comprehension because it does require the reader to refer to the passage. On Your own questions sometimes include the words: In your opinions, Based on your experience, and Think about someone/something you know. The steps may be purposed to answer On Your Own questions are as follows:

- Think about what you already know
- Think about what you have already read before
- Make connection

From the theories presented, it can be synthesized that QAR is a comprehension strategy that facilitates reader with mnemonics to

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deal with comprehension questions. Question Answer Relationship (QAR) is a powerful reading strategy because it can help students be easy in answering the reading questions because they have already known about where they got the answer according to QAR types of questions.

The purposes of Question Answer Relationships (QAR) strategy are as follows:

- 1) Helps students monitor their comprehension of the text,
- 2) It teaches students how to ask questions about their reading and where to find the answers to them,
- 3) It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills,
- 4) Allows students to assess their comprehension of the text,
- 5) Encourages elaborative and critical thinking
- 6) Help refute the common misconception held by students that the text tells all.

Raphael (2005, p. 518-519) explained about the steps in applying QAR in the classroom. They are as follows:

Firstly, following the introduction and modeling, a short passage is read with questions for which the answer as well as the type of QAR each question represented is identified and discussed. Secondly, a parallel task involving another short passage is read whereby questions and answers are provided and students generate

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as a group the QAR for each. Finally, students determine the QAR and respond with answers to questions based on a longer passage. The maintenance activities based on the basal are used to provide students with further guided practice as they read longer passages. During these activities, students work in group learning. Group learning is used considering QAR involves higher-level questions.

In this research, the researcher used the procedure from Raphael. In order to make the teacher easy to implement the QAR strategy, the teacher did some steps, those are:

1. The teacher previews the material or asks the students to read the material and starts the lesson by introducing a comprehension strategy named QAR (Question Answer Relationship). The teacher explains and shows the functions of QAR. Assisting students to comprehend reading material. In this case, the teacher also provides the class with pictures of QAR and its categories which was displayed on power point slides.
2. The teacher tells to the students that QAR comprises two board categories: in the book and in my head. In the book category consists of “Right There’ and “Think and Search”. This category includes the question that calls for students to find information in the text while the latter category involves Author and Me and On My Own. This category requires the students to find information according to their background knowledge and experiences.

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3. The teacher gives the examples of both question categories and conveying how to find the answer, either from the text or from the students' own head experiences. In other words, the teacher model show to use and deal with QAR strategy. Those steps above can be described as follows:

IN THE BOOK

Right There: the answer is in one place in the text. Students can put their finger on it. Words from the question and words that are used to answer the questions are often "right there" in the same sentence.

Example : Where is cigarette factory located ?

Answer : It's located in Cikarang.

- Reread
- Scan
- Look for keywords

Think and Search: the answer is in several places in the text. You put together (think and search) different parts of the text find the answer. Example: Explain why smoking can harm our health ?

- Skim or reread
- Look for important information
- Piece together different parts from the text to answer the question.

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IN MY HEAD

Author and You: The answer is not in the text, questions require students to use what they have learned from reading the Question-Answer Relationship text. Students must understand the text and relate it to their prior knowledge before answering the question. Example: what is interesting fact about cigarette?

Think about how what you know and how what's in the text fits together

- Reread
- Think about what you already know and what the text says
- Predict

On My Own: the answer is not stated in the text, questions are answered based on a students' prior knowledge and experiences. Reading the text may not be helpful to the, when answering this type of question. Example: Do you agree if all cigarette factories are closed? why? Give reasons!

- Think about what you already know
- Think about what you've read before
- Make connections.

- 4) After introducing, practicing and modeling the QAR strategy, in pre-reading the teacher informs the students that they will have a descriptive text that will be discussed in every meeting.

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Then, teacher will explain the characteristics of the text according to generic function and generic structure. During pre-reading, in order to activate students' prior knowledge, the teacher proposed "On My Own question", What do you already know from the title".

- 5) The teacher also asks students to predict what would they find in the text be about?" for Author and Me the students should preview the features, think about what they Question Answer Relationship have already known and what is in the text, make inferences, examine the authors techniques and predict what will happen next.
- 6) Next, in while reading, the teacher distributes a Descriptive text. In this phase, the students work in group consisting of 4-5 students. Then, students read the text given to them silently, search information in the text, as it is their purpose formulated in pre-reading. Later, the teacher asks the students to match the information provided by the text with their prediction in pre-reading. After reading the text, the teacher checks students' comprehension by proposing some questions. The questions are proposed by using QAR categories: Author and Me, Right There, Think and Search. The teacher also asks students the QAR category of each question and them how to find the answer/information for the questions. They discuss and

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cooperate to answer teacher's questions while the teacher monitors the group and encourages every students to take a part in his/her. Finally, the students write their own questions using QAR categories.

- 7) The teacher asks the students to present the result of their discussion.
- 8) The teacher responds the student's presentation and asking the element of the text.
- 9) In post reading, the teacher makes conclusion and gives feedback to the learning process. The teacher asks questions to determine whether students have understood the material and closes the lesson.

7. Descriptive text

As researcher had limitation in the research to the use of descriptive text in reading comprehension, researcher discussed briefly about descriptive text. According to Syafi'i (2007, p. 43), there are several elements of descriptive text, it should use word that appears to the five senses: smell, touch, hearing, taste, or feeling . Not all five of the senses are necessary to be applied in every subject that we write about, five of the senses are necessary to be applied in every subject that we write about, but strive to use as many as you can.

In descriptive text people describe a place, a thing, or a person. When the people describe the way something looks (physical description),

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people have to describe it according to where the object being described is located.

- a. Generic Structure of Descriptive text :
 - 1) Identification : identifies phenomenon to be described.
 - 2) Description : describes parts, qualities, characteristics. It describes the particular participant detail including the physical description, characteristic.
- b. Language Features of Descriptive Text :
 - a) Using attributive and identifying process.
 - b) Using adjective and classifiers in nominal group.
 - c) Using simple present tense.

A description consists of :

- 1) Identification
This part introduces the person / thing described.
- 2) Description
This part gives the detail of the person/ described. It may describe parts, qualities and characteristics
- 3) Conclusion (optional)
The concluding paragraph signals the end of the text.

B. Relevant Research

Relevant research is designed in order to avoid plagiarism. According to Syafi'i (2013, p. 94), relevant research is the observation of the writer on

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some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is designed in order to avoid plagiarism. The following are relevant researches to this research project are :

A research was conducted by Fitri Wilmi (2011) Entitled “The Effect of Using Question Answer Relationship (QAR) Strategy Toward Reading Comprehension At The Second Year Students of SMPN 1 Kampar Kiri Hulu of Kampar Regency” The subject of this research was the eighth grade students of SMPN 1 Kampar Kiri Hulu of Kampar Regency, and the object of this research was the effect of QAR on reading comprehension, researcher used cluster sampling to take the sample. To analyze the data the researcher adopted paired sample t-test by using SPSS.

The second relevant research was conducted by Rahayu (2012). Entitled “The Effect of Using PQRST Method Toward Students’ Reading comprehension of the First Year Students at Islamic Senior High School Babussalam Boarding School Pekanbaru” the subject of the research was all of the first year students of Islamic Senior High School Babussalam Boarding School Pekanbaru and the object of the research was the effect of using PQRST Method toward reading comprehension in descriptive text. The design of the research was Quasi-Experimental Research. The population of this research was all of the first year students. The total number of population was 106 students. The number of population was large, the writer used cluster random sampling by taking two classes for

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sample; X.1 consisted of 34 students as control class and X.3 consisted of 33 students as experimental class, the total number of the sample was 67 students. After analyzing the data, she found that there was significant effect of using PQRST Method on the reading comprehension of the first year students at Islamic Senior High School Babussalam Boarding where t_0 showed 3.101. The significance level of 5% was 2.00 and the significance level of 1% was 2.65. Thus, null hypothesis (H_0) is rejected and alternative hypothesis is accepted (H_a) which is shown as $2.00 < 3.101 > 2.65$.

From the researches above, it can be concluded that the two strategies, QAR strategy and PQRST method have the same purposes as the method used in this research that is to help students gain topic from the text.

C. Operational Concept

Operational concept is the concept made to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. In line with the statement, Syafi'i (2013, p. 103) stated that operational concept is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper. It should be interpreted into particular variables (variable X and variable Y). Variable X is the use of Question Answer Relationship strategy as an independent variable that gives the effect to students. Variable Y is students' reading comprehension as a dependent variable that receives the effect of variable X.

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The procedures of Variables X (Question Answer Relationship Strategy) according to Raphael (1986) are:

1. The teacher previews the material or asks the students to read material or asks the students to read material that includes the words that are going to be discussed.
2. The teacher explains the concept of QAR to the students by using Picture QAR.
3. The teacher gives the students model how to use QAR.
4. The teacher proposes on my own question. (What do you already know from the title? What might this text be about?)
5. The teacher distributes the text and divides the students to read the text silently.
6. The teacher asks students to discuss and cooperate to identify the question based on QAR category and answer for each questions.
7. The teacher asks students to write their own questions for reading passages using QAR strategies.
8. The teacher monitors the group and encourages every student to take part his/her.
9. Asking students to present the result of their group discussion.
10. Responding to the students' presentation and showing the right answer.
11. Asking the students about the element of descriptive text.
12. Teacher shows the right answer, makes conclusion and gives feedback to the learning process.

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The indicators of Variable Y (Students' Reading Comprehension) of Descriptive text are:

1. The students are able to find the main idea of the descriptive text.
2. The students are able to identify information of the text.
3. The students are able to identify inference of the descriptive text.
4. The students are able to identify structure of descriptive text.
5. The students are able to identify language features of the descriptive text.

D. The Assumption and Hypothesis**1. Assumption**

In this research, the researcher assumes that using a strategy in teaching reading comprehension is able to improve the reading comprehension. The assumption is supported by the theory and the relevant research stated as the result of using QAR strategy that is higher than without using QAR strategy. It can make the material easy to understand and help the students to identify reading text in short time by using this strategy.

2. Hypothesis

Based on the assumption above, hypothesis for this research can be formulated as follows:

- a. $H_0(1)$: There is no significant difference of the student's reading comprehension between taught and without being taught by using QAR strategy at the first year of Senior High School 3 Mandau.

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$H_a(1)$: There is a significant difference of the students' reading comprehension between taught and without being taught by using QAR strategy at the first year of Senior High School 3 Mandau.

- b. $H_0(2)$: There is no significant difference of the students' reading comprehension between taught and without being taught by using QAR strategy at the first year of Senior High School 3 Mandau.

$H_a(2)$: There is a significant difference of the students' reading comprehension between taught and without being taught by using QAR strategy at the first year of Senior High School 3 Mandau.

- c. $H_0(3)$: There is no significant difference of the students' reading comprehension between taught and without being taught by using QAR strategy at the first year of Senior High School 3 Mandau.

$H_a(3)$: There is a significant difference between taught and without being taught by using QAR strategy at the first year of Senior High School 3 Mandau.

- d. $H_0(4)$: There is no significant effect on students' reading comprehension of descriptive text by using QAR strategy at the first year of at Senior High School 3 Mandau.

$H_a(4)$: There is a significant effect on students' reading comprehension of descriptive text by using QAR strategy at the first year of Senior High School 3 Mandau