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THE EFFECT OF USING QUESTION ANSWER RELATIONSHIP STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT OF TENTH GRADE AT SMK IT AL-IZHAR PERBANKAN SYARI'AH PEKANBARU

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

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Pekanbaru, September 25th, 2023

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ABSTRACT

Amirul Chasan (2023): The Effect of Using Question Answer Relationship Strategy on Students' Reading Comprehension of Narrative Text at Tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru

The purpose of this research to know the effect of using Question Answer Relationship Strategy on students reading comprehension of narrative text at tenth grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru. This research was quasi-experiment. The sample of this research was taken by simple random sampling. The population of this research was tenth grade at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru. The techniques of collecting data were multiple choice test. The researcher used independent sample t-test by using SPSS version 24 and eta square to analyzed the data Based on data analysis of t-test formula. The sig value is 0.000 it could be stated that 0.00<0.05 it means null hypothesis (Ho) is rejected. While the alternative hypothesis (Ha) is accepted. Then the effect size is 0.41 categorized into large level. It can be concluded there was significant effect of using Question Answer Relationship strategy on students reading comprehension of narrative text of tenth grade at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

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ABSTRAK

Amirul Chasan (2023): Pengaruh Penggunaan Strategi Hubungan Tanya Jawab terhadap Pemahaman Membaca Teks Narasi Siswa di Kelas Sepuluh SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru

Tujuan dari penelitian ini untuk mengetahui pengaruh penggunaan Strategi Question Answer Relationship terhadap pemahaman membaca teks narasi siswa di kelas sepuluh SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru. Penelitian ini merupakan penelitian eksperimen semu. Sampel penelitian ini diambil secara simpel random sampling. Populasi penelitian ini adalah siswa kelas X SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru. Teknik pengumpulan datanya adalah pilihan ganda. Peneliti menggunakan uji Independent Sample T-test dengan menggunakan SPSS versi 24 dan eta square untuk menganalisis data. Berdasarkan analisis data rumus uji-t diperoleh nilai sig sebesar 0,000 maka dapat dinyatakan bahwa 0,00<0,05 berarti hipotesis nol (Ho) ditolak. Sedangkan hipotesis alternatif (Ha) diterima. Maka effect size sebesar 0,41 dikategorikan dalam taraf besar. Dapat disimpulkan terdapat pengaruh yang signifikan dari penggunaan strategi Question Answer Relationship terhadap pemahaman membaca teks narasi siswa kelas X di SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

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ملخّص

أمير الحسن، (٢٠٢٣): تأثير استخدام استراتيجية العلاقة بين السؤال والجواب في الفهم القرائي لدى التلاميذ للنص السردي في الصف العاشر بمدرسة الإظهار الثانوية المهنية الإسلامية المتكاملة للخدمات المصرفية الشرعية ببكنبارو

الهدف من هذا البحث هو معرفة تأثير استخدام استراتيجية العلاقة بين السؤال والجواب في الفهم القرائي لدى التلاميذ للنص السردي في الصف العاشر بمدرسة الإظهار الثانوية المهنية الإسلامية المتكاملة للخدمات المصرفية الشرعية ببكنبارو. وهذا البحث هو شبه بحث تجريبي. وتم أخذ عينات البحث باستخدام العينة العشوائية البسيطة. ومجتمع البحث تلاميذ الصف العاشر بمدرسة الإظهار الثانوية المهنية الإسلامية المتكاملة للخدمات المصرفية الشرعية ببكنبارو. وتقنية جمع البيانات هي الاختيار من متعدد. واستخدم الباحث اختبار "ت" للعينات المستقلة باستخدام برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٤ ومربع إيتا لتحليل البيانات. بناء على تحليل بيانات صيغة اختبار "ت"، تم الحصول على قيمة سيج قدرها ٠,٠٠٠، لذا يمكن القول إن ٠,٠٠<٠,٠٥، وذلك بمعنى أن الفرضية المبدئية مردودة والفرضية البديلة مقبولة. لذلك تم تصنيف حجم التأثير ٠,٤١ على أنه كبير. فاستنتج بأن هناك تأثيرا كبيرا لاستخدام استراتيجية العلاقة بين السؤال والجواب في الفهم القرائي لدى التلاميذ للنص السردي في الصف العاشر بمدرسة الإظهار الثانوية المهنية الإسلامية المتكاملة للخدمات المصرفية الشرعية ببكنبارو.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international languages that many people use for communication activity. According to Grabe and Stoller (2002), English language teaching is one of the important factors of international communication activities. So, students must be learned for use language in different skills such as reading, writing, speaking, and listening. According to Jeremy Harmer (1989) state that Listening and reading skills are regarded as receptive skills while speaking and writing are considered to be productive skills. Also, Larasati (2018) Reading is one of the most important things in the field of education, because as we know students be mastered their skill with reading. In addition, Grab (2009) said that reading is the skill to draw meaning from the printed page and interpret this information appropriately. According to Pourhosein Gilakjani & Sabouri (2016) they said reading is an interactive process in which readers construct a meaningful representation of a text.

To enable students to communicate in English verbally and in writing is the goal of English instruction in schools. When communicating with people from other countries, such as when making orders or requests, looking for work, or going to the board, people often employ the English language. The students must master four language skills, including reading

in addition to hearing, speaking, and writing, in order to accomplish the goal.

Reading is a purposeful activity. Reading can be used to learn new things, confirm knowledge that already exists, or to assess the arguments and writing style of a particular author. A second individual might read for pleasure or to gain more language proficiency. The selection of books by the reader is influenced by their reading goals. After formal education was established in Indonesia, English became a required subject. Students are required to acquire English as a foreign language from elementary school through university.

The purpose of reading also determines the appropriate approach to reading comprehension. Some people read poetry for pleasure or to recognize the words and word combinations its poet uses, but they are not required to understand the poem's main idea and supporting facts. However, a person who uses a scientific article to support an opinion must be familiar with the terminology used in the article, comprehend the facts and cause-and-effect relationships that are discussed, and identify concepts that are presented as hypotheses and givens.

According to Patel and Jain (2008) Reading is an active process which consist of recognition and comprehension skill. Furthermore, Reading is useful for language acquisition Provide that students more or less understand what they read, the more they read, the better they get at it. In reading, the students need comprehension skill.

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According to Grabe and Stoller (2002), Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text. Reading comprehension also can improve vocabulary and writing skill. According to Nuttal (1982), there are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or detail information. These aspects are regarded as difficulties that the students encounter in comprehending the text. From several expert opinions we can conclude, reading is an activity of looking at reading text and the process of understanding the contents of the text aloud or silently which includes several aspects to achieve reading comprehension.

In Indonesia, there are many kinds of reading texts that students should learn of Senior High School especially for the tenth graders students. SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru is one of the schools that also uses Merdeka Curriculum as their guidance in teaching learning process. The KKM (criterian based curriculum) of English lesson is 75. In this school, the basic competence stated in the syllabus of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru for second year is that students will be able to express the information of genre of texts, such as monologue of narrative, spoof, hortatory, report and analytical exposition. English has been taught since the tenth grade of English teaching period. English is taught twice a week with time duration about 45 minutes for an hour. Reading

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comprehension here, apart from being included in the syllabus, also has the urgency to equip students so that they master material regarding banking terms in readings which are generally written in English.

Based on a preliminary research in SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru the researcher asked to English teacher about students understanding in narrative text. The English teacher said that: In teaching reading in the past year, many students still have difficulty understanding about the narrative text, and some of them that will be understood about that. They cannot re-explain the main idea of the narrative text. Some of the students feel bored in learning process, some of the students get difficulties to find specific information such as place of the story, name of characters, etc, some of the students get difficulties to find references and main ideas from the text. Some of the students get difficulties to identify generic structure in the text, also get difficulties in making inferences. Some of students lack reading comprehension, so they have difficulty understanding English text, especially narrative text. It can be seen from the result showed that many students got the scores that lower than minimum criteria achievement (KKM). Based on the objective of the teacher's syllabus about narrative text, the score is 75. For this reason, the researcher is interested in conducting a research to solve the students reading comprehension of the tenth grade at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru by using Question Answer Relationship Strategy.

According Raphael (1986) stated that "Question Answer Relationship Strategy is designed as a means for students to understand the

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relationship between questions and answer through the types of questions and consider the information obtained based on the text and their background knowledge." In other word, The Question Answer Relationship strategy was created to give students a way to comprehend the link between questions and answers by looking at the different sorts of questions and taking into account the data gleaned from the text and their prior knowledge. So, that the students was assisted in comprehending the reading text and they can reach the final stage of reading process.

Question Answer Relationship strategy has been applied by previous researcher such as Yuliana (2017) focus on students' reading comprehension on junior high school by showing significant results. Ayuda (2019) has implemented in state Senior high school and this research also showed significant results. Therefore, the researcher is interested a research entitled "**The Effect of Using Question Answer Relationship Strategy on Student Reading Comprehension of Narrative text at Tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru"**

B. Problem of the Research

1. Identification of the Problem

Based on the researcher observation, some of the students still cannot answer the questions correctly. The students still get many difficulties in reading activity and their difficulty in comprehending an English text make them slower in doing task given by their teacher. The symptoms of students' difficulties in reading activity can be seen from these phenomena :

a. Some of the students get difficulties to find the factual information from the text
b. Some ofthe students get difficulties to find main idea the content from the text
c. Some of students get difficulties to identify generic structure from the text
d. Some of the students get difficulties to find the references word from the text
e. Some of the students get diffculties in making inference from the text

2. Limitation of the Problem

Based on identification of the problem above, the researcher limited this research on The Effect of Using Question Answer Relationship Strategy on Students Reading Comprehension of Narrative text at tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

3. Formulation of the Problem

Based on the identification of the problems above, the problems are formulated by following questions:

a. How is the students' reading comprehension which is taught by using Question Answer Relationship Strategy Narrative text of tenth Grade at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru?
b. How is the students' reading comprehension which is taught without using Question Answer Relationship Strategy Narrative

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text of tenth Grade at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru?

c. Is there any significant effect of using Question Answer Relationship Strategy on students' reading comprehension of Narrative text of tenth Grade at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru and those who are not?

C. Objectives and Significances of the Research

1. Objectives of the Research

a. To find out the data about students reading comprehension taught by using Question Answer Strategy of the tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

b. To find out the data about students reading comprehension taught without using Question Answer Strategy of the tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

c. To find out whether or not there is asignificant difference of student's reading comprehension between those students reading comprehension who are taught by using Question Answer Strategy of the tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru and those who do not.

2. Significances of the Research

For the English teachers, the researcher also hopes this study can give new information and creation to develop more creative materials, especially guiding students to be able and conducting idea for their reading.

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For the students especially for English students, the researcher expects that the study will be benefit for students in reading comprehension. And also expects to increase students reading comprehension in reading English text.

For other researchers, the researcher expects that the study will be benefit for students in reading comprehension. And also expects to increase students' reading comprehension in reading English text

D. Definition of the Term

1. Reading Comprehension

According Natalia (2004), reading comprehension is an important academic skill. It is the process of simultaneously extracting and constructing meaning through involvement with written language. In this research reading comprehension is ability in comprehending the narrative text by the tenth graders at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

2. Question Answer Strategy

QAR is defined as a strategy to clarify students' approaches in framing reading strategies by understanding question types to comprehend texts (Raphael, 1986a). The QAR strategy is designed as a means for students to understand the relationship between answers and questions directly through the types of questions asked. Especially to improve students' reading comprehension. In this research, Question Answer Relationship Strategy is applied in reading comprehension of

the tenth grade students at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading and writing). Reading is something that everyone should learn and perfect. According to Christina and Mary (1979), 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), 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) also state that reading is the processes by which the meaning of a written text is understood.

Every reading requires comprehension. This is referred to as reading comprehension. Making sense from words is required for comprehension when listening, speaking, reading, and writing. Not only does reading comprehension require comprehension, but so does listening, speaking, and writing. But comprehension is also at the heart of reading. The first element to mention in the reading process is reading comprehension. Reading comprehension means

comprehending what has been read. Elizabeth (2003), Reading comprehension is about relating prior knowledge to the new knowledge contained in written texts, prior knowledge, in turn depends on lived experience and having more prior knowledge will be having more comprehension.

Reading comprehension is a complex method in which a reader learns to reconstruct a message encoded by a writer in graphic language. It is a dialogue between the reader and the author. According to Brown (2003), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency. Reading comprehension is the ultimate end-goal of reading.

Therefore, reading cannot be separated from comprehension because the goal or results of reading activity is to comprehend what they read; in other words, reading without comprehension is useless. It means that reading comprehension is the product of teaching and learning processes in which individuals may explain or characterize a unit of information in their own words, and students must acquire specific reading methods in order to read effectively and efficiently.

According to Gerald (2009) Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. If the readers cannot understand what

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the text means, we are not reading. Based on Gerald, comprehension is the essence of reading because the objective of written language is message communication. Reading comprehension occurs when the reader understands which skills and methods are appropriate for the type of text and how to apply them to achieve reading comprehension.

b. Component of Reading Comprehension

According to Paris (2005), the students should know about five foundations of comprehension, there are, conceptual knowledge, language skill, text features, strategies and fluent decoding. In other word, reading comprehension requires complex thinking and Specific strategies. Teachers can measure comprehension by using questions, quizzes, and discussions to diagnose the strengths and weaknesses of the learners' comprehension.

According Hughes (2003), teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.

According to King and Stanley (1998), here are the components of reading comprehension:

1. Finding Factual Information

Finding factual information is one of components of reading comprehension that is suitable for Junior and Senior High

School. While reading, the Reader must be able to recognize the factual and certain information in details such as Person, places, events and times.

2. Finding Main Idea

   Identify the main idea is an important activity in reading text because if it can find the main idea it can know the text is talking about what. It can find the main idea not only on the first paragraph but also in the middle, and in the last paragraph. So, it has to precise to see and identify where the main idea it self on the text.

3. Understanding the Text

   Understanding the text is the students' ability in comparing the text with other kinds of text. It also asks students to know the definition, the communicative purpose, the generic structure and grammar that are used in the text.

4. Identifying References

   The reference used to avoid the repeated the same word or phrase in several time. After one word it used, it can refer that word than repeat it. Recognizing and identify the reference will help the reader understand the reading passage. Reference is usually such as she, he, it, this, etc

5. Identifying Inferences

   Inference is important activity in reading comprehension. Inference is a skill where the reader has to be able to read

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between lines. As divide into attentions, draws logical inferences, and make accurate prediction. After the reader reads all of the text, he or she should be able to make inference by their own words and from their own thinking based on the text that they have read.

According to Nuttal (1982) in Adani (2020) there are five components that may help the students to read carefully, they are:

1. Main idea

   Determining an idea is the ability to grasp and find the point of a passage by summarizing the passage and looking for repetitions of the idea/word.

2. Specific information or part of the text

   Finding the specific information or part of the text means looking for the information related to the target and ignoring irrelevant ones.

3. Reference

   Reference is the intentional use of one to indicate something else, one providing the information needed to interpret the other. Finding a reference means interpreting one linguistic expression into another to determine it.

4. Inference

   The inference is a good guess or conclusion based on the logic of the passage. The inference means that the

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reader implies that the sentence or sentence is understood and logically complete.

5. Understanding Vocabulary

Understanding Vocabulary means understanding the meaning of a word. As your vocabulary improves, your understanding will deepen. Understanding is the ultimate goal of reading, so readers cannot overestimate the importance of vocabulary development.

The researcher can conclude the component of reading comprehension they are, finding factual information, finding main idea, understanding the text, identifying references, and identifying inferences. In this research, the researcher used principle from Nuttal. Therefore, it will be foundation and indicators variable X.

c. Types of Reading Comprehension

Richards and Schmidt (2002) states that different type of reading comprehension are often distinguished, according to the reader's purposes in reading and the type of reading effected. The followings are commonly referred to:

1. Literal comprehension : Reading to comprehend, retain, or recall the information directly presented in a passage. Literal comprehension is the most fundamental types of reading comprehension since it requires the reader to comprehend what the author is saying before drawing conclusions, giving an assesment, or developing an appreciation. Reading is to

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understand, remember, or recall the information explicitly contained in a passage.

2. Inferential comprehension: Using their expertise and intuition, they painstakingly piece concepts and facts together to develop conclusionsreading to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
3. Critical or evaluative comprehension: reading is to compare information in a passage with the reader's own knowledge and values.
4. Appreciative comprehension: reading is to gain an emotional or other kinds of valued response from a passage.

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encode in graphic language by a writer. It is interaction between reader and author. It is necessary for students to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

d. Teaching Reading Comprehension

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

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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 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), 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.

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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 Wilmi (2011), there are two main goals of teaching reading that balance between the effective domain and cognitive domain. They are:

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.

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

e. Reading Text

The researcher focuses on narrative text in this research. Narrative text is one kind of the English texts that is taught in the second grade students of state senior high school, and it is the most difficult text for the students to comprehend. Because reading is not only read, but also, they should try to comprehend it, so it is not an easy thing for students to comprehend the English text in narrative.

a) Types of Narrative text

There are lots of different kinds of narrative texts, such as:

1) Fictional narrative

A fictional narrative is a story that is not based on real events or real people. It can be a novel, short story, fable, or fairy tale.

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2) Autobiography

An autobiography is a narrative text that tells the life story of the author, written from a first-person perspective.

3) Biography

A biography is a narrative text that tells the life story of someone other than the author, written from a third-person perspective.

4) Legend

A legend is kind of a folklore. It's a traditional story that has been passed on for generations – it often explains the origins of a particular culture or society.

b) Purpose of Narrative text

The purpose of narrative text is to entertain the reader with a story that deals with complication of problematical events which lead to a crisis and in turn finds a resolution (Sudarwati & Grace, 2006).

c) Generic Structure of Narrative Text

There are three generic structures of narrative text according to Sudarwati & Grace (2006):

1) Orientation

In orientation, it tells about who were involved in the story and also when and where the story happened.

2) Complication

In complication, its problems begin followed by others problem.

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3) Resolution

In resolution, it usually provides students about the solution of that problem.

4) Re-orientation

Actually, this structure is not mandatory in narrative text. However, generally the sentences in this paragraph will tell the final condition of the character in the story, or can also contain lessons and moral messages that readers can take away and implement in real life.

Differences narrative text and recount text: in narrative text, usually a fairy tale or legend, there is also conflict in the story. Meanwhile, recount text only tells a sequence of events that happened in the past, which happened in detail. Usually there is no conflict in the text.

d) Language features of narrative text

Here are some of language features of narrative text according to Sudarwati & Grace (2006):

1) The use of nouns: travelers, bundles, tree, road, etc.
2) The use of pronouns: they, their, its, it, etc.
3) The use of time connectives and conjunctions: one day, a week, later, then, a long, long time ago, when, etc
4) The use of adverbs and adverbial phrases: angrily, in horror, etc.

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5) The use of material processes (action verbs): arrived, ate, went, laughed, etc.
6) The use of verbal processes (saying verbs): asked.
7) The use of simple past tense

2. Question Answer Relationship

a. Definition of Question Answer Relationship

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. Question Answer Relationship (QAR) is a taxonomy that provides a framework for answering questions and directing comprehension teaching for teachers. The QAR taxonomy provides structured categories for questions when teaching students to answer comprehension questions. Students can determine where to locate the information needed to answer a question by determining where the question is included in the QAR taxonomy when using this taxonomy as an approach for answering questions. The taxonomy is also useful in that it provides a common language for teachers' and students' questions.

According to Pearson and Johnson (1978) the three categories of question taxonomy are: text explicit, text implicit, script implicit. Later on, Raphael changed the names of categories to 'Right There' (Text Explicit), 'Think and Search' (Text

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Implicit), and 'On My Own' (Script Implicit) and called this categories Question Answer Relationship, or QAR.

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) Script implicit : the answer is not found in the text. It means that the answer is found in the mind or students' experience.

'Think and search' questions are text-explicit questions but the answers of 'Think and search' questions are synthesized the information from the different parts in the texts. 'Author and me' questions are text-implicit questions and the answers of 'Author and me' questions are found by relating the information in the texts to readers' prior knowledge. 'On my own' questions are script-implicit questions and the answers for 'On my own' questions are entirely from readers' prior by making some types of judgment about the topic of the texts.

b. The Categorization of QAR Strategy

Raphael categorizes QAR questions into two categorizations based on where the answer from questions can be found, they are:

1) In the Book Question

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a) Right There

Right There question require readers to return to the hallway to successfully answer the question by only going to one place it in the text and find all the necessary information. At this level students can get answers easily in the form of words or phrases, examples of questions are asking the name (who), the place (where), the time (when), and so on.

b) Think and Search

For Think and Search questions, the answer is still included in the text, but the details needed to answer the question can be in more than one location. The question of usually requires the reader to think the idea or the information (implicit information) in the passage with each other. To effectively answer the question, the reader should "think and search" the entire text, look back at the text, find information related to the question, and think about matching the information and ideas.

2) In the Head Question

a) Author and You

The author and you question require the reader to answer the question using ideas and information that are not directly contained in the text. These questions encourage readers to think about what you have read and

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formulate your own include the words: the author implies, the passage suggests, and the speakers' attitude.

b) In Your Own

On Your Own questions can be answered using readers' background knowledge on a topic. This type of questions does not usually appear on tests of reading comprehension because it does require the reader to refer to the passage. On Your Own questions sometimes include the words: In your opinion, based on your experience, and think about someone/something you know.

c. Teaching Reading Using Question Answer Relationship Strategy

Question Answer Relationship strategy is use for finding information and distinguishing new knowledge from previous experiences by emphasizing the value of scanning, skimming, and rereading, Mecca (2013). This strategy is an effective strategy for reading comprehension. Additionally, Raphael (1986) Teaching reading comprehension by using QAR strategy 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.

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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 question.
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 narrative text.
12. Teacher shows the right answer, makes conclusion and gives feedback to the learning process.

B. Relevant Research

According to Syafi'i (2019), he required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Thus, the researcher takes some previous researches as relevant research from previous researchers to complete this research, they are:

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The first, the research was conducted from Siti Yuliana (2017) entitled "The Effect of Using Question Answer Relationship Strategy on Students' Reading Comprehension of Descriptive Text at The First Year of Senior High School 3 Mandau" The researcher found that there is a significant difference between taught and without being taught by using Question Answer Relation strategy on students' reading comprehension at the first year of Senior High School 3 Mandau.

The second, the research was conducted by Dhea Ayuda Pratiwi (2019) entitled "The Effect of Using Questions Answer Relationship (QAR) Strategy to Students Reading Comprehension of First Year at senior high school 5 Pekanbaru". The researcher found that there was significant effect of using Question Answer Relationship (QAR) strategy to students reading comprehension of first year at senior high school 5 Pekanbaru.

The third, the research was conducted by Apaporn Rothong (2013) entitled "Effects of Reading Instruction Using Question- Answer Relationships (QAR) and Reading Strategies on Reading Comprehension Ability of Eleventh Grade Students". From this research, students who had been given treatment using a question answer relationship experienced an increase in reading comprehension compared to students who were not given treatment

The last relevant research was conducted by Juriana Lubis (2017) entitled "A Comparative study on the Effects of Using Direct Reading Thinking Activity (DRTA) and Question Answer Relationship (QAR) on Students' Reading Comprehension at Language Development Center" the

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result this research is a significant difference on the students' reading comprehensions by implementing DRTA and QAR strategy. Finally, it is evident that the implementation of DRTA strategy gives a better result comparing to the implementation of QAR strategy on students' reading comprehension.

The similarity among the previous researcher (first and second researcher) and this research is using question answer relationship strategy in reading comprehension give contribution toward this research. The different between previous research and this research that will be conducted by the researcher are different subject and object of the research. They are as references to the researcher because the previous researchers show that Question Answer Relationship Strategy is effective to improve comprehension. The different between third, fourth and this research different subject and object of the research, different situation and the fourth research compare 2 strategies for reading comprehension.

C. Operational Concept

According to Syafi"i (2019), operational concept are 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 Thomas and Joanne (1996) state that steps of QAR are:

1. Explain the concept of QAR to the students, possibly using a chart to show the four steps and two board categories of information sources in the text and students' head.
2. The teacher gives students a short passage along with questions and answers (as guidance) from the each of four QAR steps. Discuss differences between the different types of the questions and answers.
3. The teacher gives the students a short passage along with the questions. Ask the students to answer the questions and identify the QAR steps.
4. Give the students the longer passage with 5 questions (at least one from each category). Students can work in groups to decide the QAR category and answer for each question.
5. As an extension, students can write their own questions for reading passage using the QAR strategy.

Then according to Nuttal (1982), the indicators for students' reading comprehension (Variable Y) are as follows:

1. Students are able to find factual information.
2. Students are able to identify main idea.
3. Students are able to understanding vocabulary (synonym/antonym).
4. Students are able to identify references.
5. Students are able to make inferences from the reading text.

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D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that Question Answer Relationship strategy can influence students' reading comprehension.

2. Hypothesis

Based on the assumption above, hypothesis of this research can be forwarded as follows:

H_o : There is no significant effect of student's reading comprehension between those students who are taught by using Question Answer Relationship Strategy of the tenth grade at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru and those who do not.

H_a : There is a significant effect of student's reading comprehension between those students who are taught by using Question Answer Relationship Strategy of the tenth grade at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru and those who do not.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative research which is measuring relationship among available variables. The design of this research is an experimental study. According to Cresswell (2008), experimental research is testing an idea (practice) to determine whether or not it influences an outcome or dependent series.

This research was a quasi-experiment design. It was called as quasi experimental design because this research to find out the effect of Question Answer Relationship strategy on students reading comprehension. Creswell (2014) states that quasi-experiment is experimental situation in which the researcher assigns participants to groups, but not randomly. The researcher was used intact groups, the first class is as the experimental groups and the second class is as the control group.

According to Cohen (2007), a quasi-experimental is one where the treatment variable is manipulated but group not equated prior to manipulation of the independent variable, and a research design having some but not entire characteristics of true experiment. Therefore, the researcher determined that research was a quasi-experimental research, especially non-equivalent control group design. It was structured like a pretest-posttest randomized experiment, but it lacks the key feature of the random assignment. In the non-equivalent control group design, we most

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often use intact groups that we think are similar as the treatment and control groups.

In conducting this research, the researcher took two classes. The first class was used as an experimental group (E) taught by using Question Answer Relationship strategy and the second class was used as a control group (C) taught without using Question Answer Relationship strategy. Both of two classes were given pre-test and post-test, but only the experimental class was treated by using Question Answer Relationship. According to Cresswell (2008), in brief, this research is designed as in the following table:

Table III. 1

Research Design

Group	Pretest	Treatment	Posttest
Experimental Group	O_1	X	O_2
Control Group	O_1	Y	O_2

Explanation:

O_1 : Pretest for experimental and control group

O_2 : Posttest for experimental and control group

X : Receiving treatment

Y : Without treatment

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B. Time and Location of the Research

The researcher conducted the research at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru which is located in HR. Soebrantas Km 15. street. This research was started from April-June 2023.

C. Subject and Object of the Research

The researcher selected the tenth grade students of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru as the subject of the research. The object of this research was the effect of using Question Answer Relationship strategy on students' reading comprehension of narrative text at the tenth grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

D. Population and Sample of the Research

1. Population of the Research

The researcher selected the tenth grade students at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru as the population of the research. The total number of population is 59 students. They are divided into 2 class.

Table III. 2

Population of the Tenth Grade Students at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru

No.	Class	Number of Students
1.	X Al- Maqrizi	29 Students
2.	X Al-Faruqi	30 Students
	Total Population	**59 Students**

2. Sample of the Research

This research used simple random sampling. According to Gay (2012), random sampling is the process of selecting a sample in such a

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way that all individuals in the defined population have an equal and independent chance of being selected for the sample. The intent of simple random sampling is to choose individuals to be sample who is representative of the population. So, the researcher used simple random sampling to choose the sample which means that every tenth grade students are potential to be chosen as sample.

Table III. 3

Sample of the Tenth Grade Students at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru

No.	Class	Number of Students
1.	X Al- Maqrizi	20 Students
2.	X Al-Faruqi	20 Students
	Total Population	**40 Students**

E. Technique of Collecting Data

In this research, the researcher used test in collecting the data. The researcher was provided multiple choice questions for each pre-test and post-test. Multiple choices technique is a technique that designed by using five choices and the participant chosen one correct answer. This instrument used to find out student's reading comprehension by using Question Answer Relationship Strategy and whether there is significant difference of using this strategy or not.

There are two kinds of tests; pre-test and post-test:

1. Pre-test

   This test can be called as the pre-test gave to the students before the applying Question Answer Relationship Strategy in reading

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comprehension. This pre-test assessed the student's reading comprehension. In evaluating the student's ability the researcher used the indicators of reading comprehension. It consists of five indicators.

2. Post-test

In this test, the researcher used a written test in form of multiple choice. There are five indicators of reading comprehension; each indicator was represented by four questions, so, the total number of the test is twenty items. This test was given to both of the classes, control and experiment class after each class complete the treatment. For further information about the instruction of the text, the researcher shows the blueprint of both tests as follows:

Table III. 4

The Blueprint of Test

No	Indicator of Items	Number of items	Items number
1.	Identify main idea	4 items	1, 6, 11, 16
2.	Detail information	4 items	2, 7, 12, 17
3.	Understanding vocabulary	4 items	3, 8, 13, 18
4.	Identify Reference	4 items	4, 9, 14, 19
5.	Making Inference	4 items	5, 10, 15, 20

3. Validity

According to creswell (2012) state that, Validity is the development of sound evidence to demonstrate that the test interpretation. Brown (2003) said that a valid test of reading comprehension totally measures reading comprehension itself in which it does not measure previous knowledge in a subject, and some other variables of questionable relevance. To analyze the

validity of the instrument, the researcher conducted a try out by handing 19 students who was not included in the research sample. The researcher used SPSS 24 Program to analyze the data. The researcher compared R observed to R table at significant level of 5% is 0.374. The R observed of each item should be higher than the R table to be considered as a valid question. If the observed of r on the analysis of less than R table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

Table III. 5

Validity test

Item	r observed	r table	Status
1	0.446	0.374	valid
2	0.445	0.374	valid
3	0.408	0.374	valid
4	0.374	0.374	valid
5	0.469	0.374	valid
6	0.568	0.374	valid
7	0.604	0.374	valid
8	0.441	0.374	valid
9	0.439	0.374	valid
10	0.621	0.374	valid
11	0.435	0.374	valid
12	0.418	0.374	valid
13	0.525	0.374	valid
14	0.406	0.374	valid
15	0.459	0.374	valid
16	0.451	0.374	valid
17	0.389	0.374	valid
18	0.435	0.374	valid
19	0.568	0.374	valid
20	0.379	0.374	valid

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4. Reliability

Reliability has to do with accuracy of measurement. The kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. A goal of good research is to have measures or observations that are reliable. According to Creswell (2012) internal consistency reliability is the instrument administered once, using one version of the instrument. Reliability is important part to know the test is good or not in using the test to measure students reading comprehension of this research. According to Cohen et al. (2018) Reliability is essentially an umbrella term for dependability, consistency and replicability over time, over instruments and over groups of respondents. The table below is the categories of reliability test used in determining the level of reliability of the test.

Table III. 6

The level of Acceptable Reliability

No	Reliable	Validity
1	>0.90	Very High
2	0.80-090	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptably low

(Cohen, Manion & Marison, 2007)

The researcher also used the SPSS 24.0 program to find out whether the Instrument was reliable or not.

Table III. 7

Reliability Statistic of Test

Cronbach's Alpha	N of Items
.792	20

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From the table above, it can be seen the value of Cronbach's Alpha is 0.792. The value is higher than the standard Cronbach's alpha which is 0.79. Therefore, it can be concluded that the test is reliable, and the level of reliability is reliable.

F. Techniique of Analyzing Data

The technique of analysis data, this research used t-test because this research was compared the result of test between pre- test and post- test from control class and experiment class. According to Pallant (2010) an independent sample t-test was used when we want to compare the mean score on some continuous variable for two different groups of subjects, to find out whether there us significant effect or there is no significant effect between two or more variables can be analyzed by using independent sample t-test. In this research, the researcher analyzed independent sample t-test by using SPSS 24 program.

The t-table is employed to see whether there is a significant difference between the mean score of both experiment and control group. The t-obtain value is consulted with the value of t–table at degree of freedom (df) = (N1+N2)-2 statically hypothesis.

After the difference, the researcher tried to find out the effect size of the phenomenon. Pallant (2010) stated the effect size statistic provide an indition of the magnitude of the differences between your group. The effect size statistic used in this research was eta squared. The formula of eta squared is as follows:

$$eta\ square = \frac{t^2}{t^2+(n1+n2-2)}$$

According to Pallant (2010) guidelines for interpreting the value are 0,01 = small effect, 0,06 = medium effect and 0,14 = large effect.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the results and discussion in chapter IV, finally the researcher would like to concludes that the students' reading comprehension taught by using question answer relationship strategy at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru is categorized into very high level. Furthermore, the students' reading comprehension taught without using question answer relationship strategy at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru is categorized into high level. Based on the explanation above, there is any significant difference in students' reading comprehension between students' taught by using Question Answer Relationship strategy and without by using Question Answer Relationship strategy at SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru.

B. Suggestion

Based on the research findings, the researcher would like to give suggestion especially for teacher, students, and the other researchers. From the conclusion of the research above, it is known that using Question Answer Relationship strategy could give the significant effect on students' reading comprehension.

1. After conducting research specifically on the implementation of the Question-Answer Relationship (QAR) strategy to increase students' reading comprehension skills, the researcher recommended to the

English teacher that the QAR strategy be used in the classroom to teach English, especially teaching reading. The QAR strategy is the most effective way to help students understand the text and answer comprehension questions easily because this strategy is designed as a reading comprehension strategy developed to clarify how students are faced with reading assignments and answering questions.

2. Students should participate more in class. When the teacher explains how to learn, students should pay more attention. Students must understand reading lessons given by using a Question Answer Relationship strategy. Students are not afraid to ask the teacher to explain again if the explanation is not clear.
3. Other researchers can conduct additional research on QAR strategies in order to increase students' reading comprehension achievement. The results of this study can be used as a foundation for future research and to strengthen current studies. Because there are many variables that can improve the success of teaching and learning reading comprehension, other researchers may explore other factors that affect reading comprehension achievement. For example, teacher performance, media attractiveness, or personality and motivation.

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APPENDIX 1

Lesson Plan

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RENCANA PELAKSANAAN PEMBELAJARAN

A. Identitas Program Pendidikan

Nama Sekolah : SMKIT AL IZHAR
Mata Pelajaran : Bahasa Inggris

Komp. Keahlian: : Perbankan syariah
Kelas/Semester : X / II

Tahun Pelajaran : 2021-2022

Alokasi Waktu : 3 x 45 Menit

B. Kompetensi Inti dan Kompetensi Dasar

Kompetensi Inti *)

3. Pengetahuan

   Memahami, menerapkan, menganalisis, dan **mengevaluasi** tentang **pengetahuan faktual, konseptual, operasional dasar**, dan **metakognitif** sesuai dengan bidang dan lingkup kajian/kerja **Bahasa Inggris** pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

4. Keterampilan

   Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris.

   Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.

   Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik **di bawah pengawasan langsung.**

   Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Kompetensi Dasar *)

3 KD pada KI Pengetahuan

3.8 Menganalisis fungsi sosial,struktur text dan unsur kebahasaan beberapa text naratif

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lisan dan Tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaanya.

3.8.1.
Mendiskusikan teks naratif terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar da sesuai konteks.

4KD pada KI Pengetahuan

4.8.Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar da sesuai konteks.

4.8.1
Membuat naratif teks terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar da sesuai konteks.

C. Indikator Pencapaian Kompetensi

1. Indikator KD 3

   3.8.1 Menjelaskan fungsi sosial teks naratif dengan percaya diri
   3.8.2 Mengidentifikasikan struktur teks naratif dengan cermat

2. Indikator KD pada KI keterampilan

   4.8.1 Mendiskusikan sebuah teks naratif tulis dengan demokratis
   4.8.2 Menulis sebuah teks naratif sederhana dengan percaya diri.

D. Tujuan Pembelajaran (Integrasi nilai-nilai Karakter)

1. Melalui penggalian informasi peserta didik mampu menentukan fungsi sosial text naratif dengan percaya diri.
2. Melalui diskusi peserta didik mampu mengemukakan fungsi sosial text naratif dengan cermat.
3. Melalui latihan peserta didik mampu membedakan struktur teks naratif dengan cermat.
4. Melalui diskusi peserta didik mampu menentukan struktur teks dengan tepat.
5. Melaui latihan peserta didik dapat mendiskusikan teks naratif secara demokratis.
6. Melalui diskusi peserta didik dapat menemukan teks naratif dengan cermat.
7. Melalui latihan peserta didik dapat menyimpulkan teks naratif dengan Percaya diri.
8. Melalui latihan peserta didik dapat membuat text naratif bertanggung jawab.

E. Materi Pembelajaran

Narrative
A narrative text is an imaginative story to entertain people.

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OBJECTIVE

A narrative text is an imaginative story to entertain people.

Key Points

DEFINITION:

.

A narrative text is an imaginative story to entertain people

Social function : To amuse, entertain, and engage the reader in an imaginative experience.

Generic structure of analysis

- Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
- Resolution : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".

The Golden Cucumber

Once upon a time, near a jungle, lived a farmer couple, a husband and a wife. Every day they prayed for a child.

One night, while they were praying, a giant passed by their home. The giant heard them pray and said:

"Don't worry. I can help you. But you must give me the child to me on her 17th birthday."

They were so happy and agreed to the condition set by the giant. The giant gave them a few of cucumber seeds. The farmers took the seeds and planted them.

Soon enough, the cucumber plants grew and a big golden cucumber grew in the plants. The farmers plucked the ripened cucumber and cut it open. They were astonished to see a beautiful child inside the cucumber. They named her Timun Mas (Golden Cucumber). The couple were so happy. They rise Timun Mas into a beautiful girl with loving care.

Time passed and Timun was almost 17 years old. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter. They called Timun Mas and said:

"My daughter, take this bag. It can save you from the giant," said the father.

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"What giant? What do you mean, Father? I don't understand," said Timun Mas. The farmers narrated the story of her birth to Timun Mas.

Right then, the giant entered their house.

"Run Timun Mas. Save your life!" said the mother.

The giant grew angry when he heard this. Timun Mas had started running. He ran after her. Timun Mas looked behind and saw that the giant was getting closer and closer.

She opened the bag and threw a handful of salt at him. It became a sea. The giant had to swim to cross the sea. When she saw that the giant was nearing her again, she opened the bag and threw some chilies in his path. The chilies grew and formed a jungle blocking his way. The sharp thorns on the trees hurt the giant.

However he cut away the trees and continued chasing Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and they turned into a cucumber field. The giant's legs were tangled in the cucumber creepers and he kept falling down.

Still the giant managed to escape and continued running after Timun Mas. Timun searched her bag again. She had one last magic stuff in the bag. It was a terasi (shrimp paste). She threw it at him and the terasi turned into a big swamp.

The giant tried to swim across the swamp. But he was too tired by now and drowned in the. Seeing that the giant had died, Timun Mas went back home. Timun's parents were happy to see their daughter return and the family was finally together again.

E. Pendekatan, Strategi dan Metode

Pendekatan: Student Centered
Strategi :
Metode : Discovery Learning

G. Kegiatan Pembelajaran

1. Pertemuan Kesatu:**)

- Pendahuluan/Kegiatan Awal 13 menit)
  - Memberikan salam dan berdoa. (*Menumbuhkan karakter relegius*)
  - Mengkondisikan kelas dan pembiasaan. (*Menumbuhkan karakter disiplin*)
  - Mengajukan pertanyaan-pertanyaan tentang materi yang berhungan dengan Kompetensi Dasar (*Apersepsi*)

- Kegiatan Inti (102 menit)

- Peserta didik ditampilkan gambar dan teks naratif tentang legenda sederhana
- Peserta Didik dipersilahkan oleh guru untuk membaca teks.
- Peserta didik ditanyai teks naratif tersebut tentang apa.
- peserta didik ditugaskan untuk mengamati kembali teks tersebut untuk menentukan fungsi sosial terkait legenda dengan tepat secara berdiskusi.

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- Peserta didik mengemukan fungsi sosial terkait legenda dengan percaya diri
- Peserta didik diberikan contoh teks legenda dan siswa diminta untuk mengidentifikasi masalah apa yang dalam menentukan struktur teks naratif terkait legenda.
- Peserta didik mengali informasi dengan membaca buku referensi lainya berkaitan dengan struktur teks naratif terkait legenda.
- Peserta didik berdasarkan hasil bacaannya saling bertanya dalam diskusi berkaitan dengan struktur text naratif terkait legenda.
- Berdasarkan bacaan dan diskusi peserta didik dapat merumuskan langkah-langkah apa saja yang harus dilakukan dalam menentukan struktur teks terkait legenda.

- Penutup (20 menit)
  - Melakukan umpan balik kepada Peserta didik
  - Menindaklanjuti dengan sejumlah pertanyaan.

2. Pertemuan Kedua:**)
- Pendahuluan/Kegiatan Awal 13 menit)
  - Memberikan salam dan berdoa. (*Menumbuhkan karakter relegius*)
  - Mengkondisikan kelas dan pembiasaan. (*Menumbuhkan karakter disiplin*)
  - Mengajukan pertanyaan-pertanyaan tentang materi yang berhungan dengan Kompetensi Dasar (*Apersepsi*)

- Kegiatan Inti (102 menit)

- Peserta didik ditugskan untuk berdiskusi tentang teks naratif terkalit legenda.
- Peserta didik diamati kerja kelompoknya oleh guru dan diarahkan jika ada peserta didik yang mengalami kesulitan dan hambatan
- Peserta didik ditugaskan untuk mencatat hasil diskusinya.

- Penutup (20 menit)
  - Melakukan umpan balik kepada Peserta didik
  - Menindaklanjuti dengan sejumlah pertanyaan.

3. Pertemuan Ketiga:**)
- Pendahuluan/Kegiatan Awal 13 menit)
  - Memberikan salam dan berdoa. (*Menumbuhkan karakter relegius*)
  - Mengkondisikan kelas dan pembiasaan. (*Menumbuhkan karakter disiplin*)
  - Mengajukan pertanyaan-pertanyaan tentang materi yang berhungan dengan Kompetensi Dasar (*Apersepsi*)

- Kegiatan Inti (102 menit)

- Peserta didik ditugaskan untuk memeriksa kesesuaian antara hasil diskusi yang telah dicatat dengan buku referensi lainnya.
- Peserta didik diminta memperbaiki hasil diskusinya jika masih ada terdapat kesalahan.
- Peserta didik diminta utk mempresentasikan hasil diskusi yang telah mereka

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kerjakan.
- Peserta didik diminta utk mengomentari dan memberikan tambahan informasi jika masih ada terdapat kekurangan.
- Peserta Didik diminta untuk menarik kesimpulan tentang naratif terkait legenda sederhana
- Peserta didik diberikan penguatan dan refleksi dari kesimpulan

- Penutup (20 menit)
  - Melakukan umpan balik kepada Peserta didik
  - Menindaklanjuti dengan sejumlah pertanyaan.

H. Alat/Bahan dan Media Pembelajaran

1. Media : Slide PPT
2. Alat : Laptop, In-Focus
3. Sumber Belajar : Buku teks, Internet http:www.narrativetext.com

I. Penilaian Pembelajaran, Remedial dan Pengayaan

1. Teknik Penilaian
2. Instrumen Penilaian

Instrumen Penilaian

Kompetensi Dasar	Indikator (IPK)	Materi	Indikator Soal	Bentuk Tes	Butir Soal
3.8 Menganalisis fungsi sosial,struktur text dan unsur kebahasaan beberapa text naratif lisan dan Tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana,	3.8.1 Menentukan fungsi sosial teks naratif terkait Timun Mas 3.8.2 Membedakan struktur teks naratif terkait Timun Mas	• Naratif Text	1. Disajikan sebuah text naratif siswa dapat menentukan fungsi sosial 2. Disajikan sebuah teks naratif siswa dapat menentukan stuktur text disetiap paragraph.	Tes tulis	Text dan soal terlampir

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sesuai dengan konteks penggunaanya.					

Kompetensi Dasar	Indikator (IPK)	Materi	Indikator Soal	Bentuk Tes	Butir Soal
4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar da sesuai konteks.	4.8.1. Mendiskusikan teks naratif terkait legenda sederhana 4.8.2. Membuat teks naratif terkait legenda sederhana	Naratif text	1. Disediakan beberapa teks naratif peserta didik dapat membuat gambar berdasarkan teks tersebut. 3. Disediakan beberapa topik teks naratif peserta didik diharapkan dapat mengembangkan topik menjadi sebuah teks naratif sederhana.	Tes tulis	Text dan soal terlampir

Pekanbaru, Juli 2021

Mengetahui,
Kepala Sekolah

Martius, S.Pd

Guru mata pelajaran

Rozi Zuryati, S.Pd

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APPENDIX 2

Instrument Of Research

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READING COMPREHENSION TEST

The following text is for questions 1-5

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Every day, Cinderella went out to her mother's grave, and wept, and she remained pious and good. When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face but vile and black of heart. Since then, a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said" you cannot go with us, you have no clothes and cannot dance.

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, my little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. What is the above story about?
    a. Snow White
    b. Sleeping Beauty
    c. Dwarfs
    d. Cinderella
2. Why does Cinderella's mother dead? Because she……
    a. fell sick
    b. fell injured
    c. fell disappointed
    d. fell ill

3. The step-mother however did not "recognize" her. The same meaning of the word **"recognize"** is…
    a. to see
    b. to know
    c. to told
    d. to talk
4. She looked so beautiful in the golden dress. **"She"** in the last paragraph refers to…
    a. rich girl
    b. **Cinderella**
    c. lazy girl
    d. Snow white
5. Cinderella's story expresses about…
    a. Little girl
    b. Rich girl
    c. Poor girl
    d. Lazy girl

The following text is for questions 6-10

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage. She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow white said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

6. Which of the following would be the best title?
    a. Princess
    b. Snow White
    c. Aunt
    d. Cinderella
7. When Snow White ran away from home?
    a. in the afternoon
    b. in the morning
    c. in the evening
    d. at noon
8. **Snow White** in Indonesian means…
    a. Gadis putih
    b. Anak salju
    c. Putri putih
    d. Putri salju
9. **"Her"** in first paragraph refers to…
    a. Snow white
    b. Aunt
    c. Uncle
    d. Dwarfs
10. Which paragraph shows the conclusion of the story?
    a. One
    b. Two
    c. Three
    d. One and Two

The following text is for questions 11-15

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

11. What is the above story about?
    a. A. The ant.
    b. The ant and the dove.
    c. The ant, the dove, and the hunter.
    d. The hunter and the ant.
12. What happened when the ant was making its way up?
    a. The ant slipped from the grass.
    b. The ant fell into the water.
    c. The ant slipped and fell into the water.
    d. The ant drowned into the water.
13. "Seeing the ant was in **trouble**, the dove quickly…" (paragraph 2). The underlined word means…
    a. Problem
    b. Solution
    c. Safety
    d. Protection
14. The ant quickly bit him on the heel. "**Him**" in the last paragraph refers to…
    a. the ant.
    b. The hunter
    c. The dove
    d. The ant and the dove
15. Which statement is **TRUE** according to the text?
    a. The hunter caught the dove.
    b. The ant killed the hunter.
    c. The dove didn't help the ant.
    d. The ant and the dove were safe.

The following text is for questions 16-20

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants

and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?".

"We are storing away food for the winter," they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could fine no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" They told him. "It's time for you to work for your dinner."

16. The main idea of first paragraph is about…
    - **a. The grasshopper sing and dance all day long**
    - b. The grasshopper collected food
    - c. The grasshopper worked during summer
    - d. The grasshopper gathered grains
17. Who worked in the summer?
    - a. The grasshopper
    - b. The dove
    - **c. The ants**
    - d. The winter
18. "…a grasshopper spent his day **merrily** singing…" (paragraph 1). The underlined word means…
    - **a. Happily**
    - b. Sadly
    - c. Regrettably
    - d. Poorly
19. "I was busy singing and dancing," he said. **"He"** in the text refers to…
    - a. The ant
    - **b. The grasshopper**

c. The dove

d. The winter

20. What can we learn from the story above?

a. We must sing all day

b. We can sing and dance all day

c. We must prepare for the future

d. We can ignore the future

APPENDIX 3

Results of Pre-Test

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READING COMPREHENSION TEST

70

Name : Rosidah Khairani x Al-Maqrizi

Class : [redacted]

The following text is for questions 1-5

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Every day, Cinderella went out to her mother's grave, and wept, and she remained pious and good. When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face but vile and black of heart. Since then, a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said" you cannot go with us, you have no clothes and cannot dance.

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, my little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. What is the above story about?
   a. Snow White
   b. Sleeping Beauty
   c. Dwarfs
   d. Cinderella

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2. Why does Cinderella's mother dead? Because she.....
   a. fell sick
   b. fell injured
   c. fell disappointed
   d. fell ill
3. The step-mother however did not "recognize" her. The same meaning of the word **"recognize"** is...
   a. to see
   b. to know
   c. to told
   d. to talk
4. She looked so beautiful in the golden dress. **"She"** in the last paragraph refers to...
   a. rich girl
   b. Cinderella
   c. lazy girl
   d. Snow white
5. Cinderella's story expresses about...
   a. Little girl
   b. Rich girl
   c. Poor girl
   d. Lazy girl

The following text is for questions 6-10

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage. She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow white said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

6. Which of the following would be the best title?
   a. Princess
   b. Snow White
   c. Aunt
   d. Cinderella
7. When Snow White ran away from home?
   a. in the afternoon
   b. in the morning
   c. in the evening
   d. at noon
8. **Snow White** in Indonesian means…
   a. Gadis putih
   b. Anak salju
   c. Putri putih
   d. Putri salju
9. **"Her"** in first paragraph refers to…
   a. Snow white
   b. Aunt
   c. Uncle
   d. Dwarfs
10. Which paragraph shows the conclusion of the story?
   a. One
   b. Two
   c. Three
   d. One and Two

The following text is for questions 11-15

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

11. What is the above story about?
    a. A. The ant.
    b. The ant and the dove.
    c. The ant, the dove, and the hunter.
    d. The hunter and the ant.
12. What happened when the ant was making its way up?
    a. The ant slipped from the grass.
    b. The ant fell into the water.
    c. The ant slipped and fell into the water.
    d. The ant drowned into the water.
13. "Seeing the ant was in **trouble**, the dove quickly…" (paragraph 2). The underlined word means…
    a. Problem
    b. Solution
    c. Safety
    d. Protection

14. The ant quickly bit him on the heel. "**Him**" in the last paragraph refers to…

a. the ant.
b. The hunter
c. The dove
d. The ant and the dove

15. Which statement is **TRUE** according to the text?

a. The hunter caught the dove.
b. The ant killed the hunter.
c. The dove didn't help the ant.
d. The ant and the dove were safe.

The following text is for questions 16-20

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?".

"We are storing away food for the winter," they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could fine no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" They told him. "It's time for you to work for your dinner."

16. The main idea of first paragraph is about…

a. The grasshopper sing and dance all day long
b. The grasshopper collected food
c. The grasshopper worked during summer
d. The grasshopper gathered grains

17. Who worked in the summer?

a. The grasshopper
b. The dove
c. The ants
d. The winter

18. "…a grasshopper spent his day **merrily** singing…" (paragraph 1). The underlined word means…

a. Happily
b. Sadly
c. Regrettably
d. Poorly

19. "I was busy singing and dancing," he said. **"He"** in the text refers to…

a. The ant
b. The grasshopper
c. The dove
d. The winter

20. What can we learn from the story above?

a. We must sing all day
b. We can sing and dance all day
c. We must prepare for the future
d. We can ignore the future

APPENDIX 4

Results of Post-Test

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15

READING COMPREHENSION TEST

75

Name : Zahratul aulia salsabila

Class : [redacted] X Al - Farugi

The following text is for questions 1-5

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Every day, Cinderella went out to her mother's grave, and wept, and she remained pious and good. When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face but vile and black of heart. Since then, a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming, Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said" you cannot go with us, you have no clothes and cannot dance.

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, my little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her, and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. What is the above story about?
   a. Snow White
   b. Sleeping Beauty
   c. Dwarfs
   ✗ Cinderella
2. Why does Cinderella's mother dead? Because she……
   ✗ fell sick
   b. fell injured
   c. fell disappointed
   d. fell ill
3. The step-mother however did not "recognize" her. The same meaning of the word **"recognize"** is…
   a. to see
   ✗ to know
   c. to told

d. to talk

4. She looked so beautiful in the golden dress. **"She"** in the last paragraph refers to…
   a. rich girl
   b. Cinderella
   c. lazy girl
   d. Snow white

5. Cinderella's story expresses about…
   a. Little girl
   b. Rich girl
   c. Poor girl
   d. Lazy girl

The following text is for questions 6-10

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the Castle because they both wanted to go to town and they didn't have enough money to take Snow White. Snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away. The next morning, she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods.

She was very tired and hungry. Then she saw this little Cottage. She knocked out but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow white said, "My name is Snow White." Then Snow White told the dwarfs the whole story and the seven dwarfs lived happily ever after.

6. Which of the following would be the best title?
   a. Princess
   b. Snow White
   c. Aunt
   d. Cinderella

7. When Snow White ran away from home?
   a. in the afternoon
   b. in the morning
   c. in the evening
   d. at noon

8. **Snow White** in Indonesian means…

a. Gadis putih
b. Anak salju
c. Putri putih
d. Putri salju

9. **"Her"** in first paragraph refers to…
   a. Snow white
   b. Aunt
   c. Uncle
   d. Dwarfs
10. Which paragraph shows the conclusion of the story?
   a. One
   b. Two
   c. Three
   d. One and Two

The following text is for questions 11-15

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove flied away to safety.

11. What is the above story about?
   a. A. The ant.
   b. The ant and the dove.
   c. The ant, the dove, and the hunter.
   d. The hunter and the ant.
12. What happened when the ant was making its way up?
   a. The ant slipped from the grass.
   b. The ant fell into the water.
   c. The ant slipped and fell into the water.
   d. The ant drowned into the water.

13. "Seeing the ant was in **trouble**, the dove quickly…" (paragraph 2). The underlined word means…

   a. Problem
   b. Solution
   c. Safety
   d. Protection

14. The ant quickly bit him on the heel. "**Him**" in the last paragraph refers to…

   a. the ant.
   b. The hunter
   c. The dove
   d. The ant and the dove

15. Which statement is **TRUE** according to the text?

   a. The hunter caught the dove.
   b. The ant killed the hunter.
   c. The dove didn't help the ant.
   d. The ant and the dove were safe.

The following text is for questions 16-20

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?".

"We are storing away food for the winter," they explained, "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could fine no more food. Shivering, he knocked at the ants' door. "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" They told him. "It's time for you to work for your dinner."

16. The main idea of first paragraph is about…

   a. The grasshopper sing and dance all day long
   b. The grasshopper collected food
   c. The grasshopper worked during summer
   d. The grasshopper gathered grains

17. Who worked in the summer?
    a. The grasshopper
    b. The dove
    c. The ants
    d. The winter

18. "…a grasshopper spent his day **merrily** singing…" (paragraph 1). The underlined word means…
    a. Happily
    b. Sadly
    c. Regrettably
    d. Poorly

19. "I was busy singing and dancing," he said. **"He"** in the text refers to…
    a. The ant
    b. The grasshopper
    c. The dove
    d. The winter

20. What can we learn from the story above?
    a. We must sing all day
    b. We can sing and dance all day
    c. We must prepare for the future
    d. We can ignore the future

APPENDIX 5

Thesis Guidance Activity

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Nomor: Un.04/F.II.4/PP.00.9/3573/2023 Pekanbaru,16 Februari 2023
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi***

Kepada
Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	:AMIRUL CHASAN
NIM	:11910412899
Jurusan	:Pendidikan Bahasa Inggris
Judul	:The effect of Using Question Answer Relationship Strategy on Student Reading Comprehension of Narrative Text at Eleventh Grade of MA Hasanah
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Tembusan :
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KEGIATAN BIMBINGAN MAHASISWA
PROPOSAL MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usul Penelitian :
   b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Cut Raudhatul Miski, M.Pd
   a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : Amirul Chasan
4. Nomor Induk Mahasiswa : 11910412899
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1	30 Maret 2023	Bimbingan Bab 1		
2	22 Mei 2023	Bimbingan Bab 1		
3	23 Mei 2023	Bimbingan Bab 2 dan 3		
4	25 Mei 2023	Bimbingan Bab 2 dan 3		
5	31 Mei 2023	Acc Proposal		

Pekanbaru, 31 Mei 2023
Pembimbing,

Cut Raudhatul Miski, M.Pd
NIP. 197901092009012011

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PENGESAHAN PERBAIKAN
UJIAN PROPOSAL

Nama Mahasiswa : Amirul Chacan
Nomor Induk Mahasiswa : 11910412899
Hari/Tanggal Ujian : Selasa / 6 juni 2023
Judul Proposal Ujian : The Effect of Using Question Answer Relationship Strategy On Students' Reading Comprehension of Narrative Text at Tenth Grade of SMK IT Al-Izhar Perbankan Syariah Pekanbaru
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Drs. H. M. Syafi'i, M.Pd	PENGUJI I		
2.	Rizki Amelia, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru,.....
Peserta Ujian Proposal

Amirul Chacan
NIM. 11910412899

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SKRIPSI MAHASISWA

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   Judul : The Effect of Using Question Answer Relationship Strategy on Students' Reading Comprehension of Narrative text at tenth grade of Sauk IT Al-Izhar Perbankan Syari'ah Pekanbaru
   Nama Pembimbing :
   a. Nomor Induk Pegawai (NIP) :
2. Nama Mahasiswa : Amirul Chasan
3. Nomor Induk Mahasiswa : 119104 12899
4. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	23/Juni 2023	Bimbingan Instrumen		
2.	26/Juni 2023	Acc Instrumen		
3.	15/September 2023	Bimbingan Bab 4		
4.	18/September 2023	Bimbingan Bab 5		
5.	19/September 2023	Revisi Bab 4 & 5		
6	2/Oktober 2023	ACC Skripsi		

Pekanbaru, 2 Oktober 2023
Pembimbing,

Cut Raudhatul Miski, M.Pd.
NIP. 197901092009012011.

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Nomor : Un.04/F.II.4/PP.00.9/18419/2023 Pekanbaru,26 September 2023
Sifat : Biasa
Lamp. : -
Hal : ***Pembimbing Skripsi (Perpanjangan)***

Kepada
Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : AMIRUL CHASAN
NIM : 11910412899
Jurusan : Pendidikan Bahasa Inggris
Judul : The Effect of Using Question Answer Relationship Strategy on Students' Reading Comprehension of Narrative Text at Tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

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Wakil Dekan I

Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

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APPENDIX 6

Research Letter

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Nomor : Un.04/F.II.3/PP.00.9/7173/2023
Sifat : Biasa
Lamp. : -
Hal : ***Mohon Izin Melakukan PraRiset***

Pekanbaru, 05 April 2023

Kepada
Yth. Kepala Sekolah
SMK IT Al-Izhar Perbankan Syariah
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: **Amirul Chasan**
NIM	: 11910412899
Semester/Tahun	: VIII (Delapan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

YAYASAN DAAR EN NISWAH
SMKIT AL-IZHAR (PERBANKAN SYARI'AH)
AKREDITASI A

Jl. HR. Soebrantas Km. 15 (Depan UIN Suska Riau) Pekanbaru
Telp. 0821 7392 5606 smkit_alizhar@yahoo.com
NSS : 34.4.09.60.1.030 NIS : 34030 NPSN : 69823293

SURAT KETERANGAN
Nomor : 192/SMKITA/IV/2023

Yang bertanda tangan di bawah ini Kepala SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru menerangkan bahwa :

Nama	: AMIRUL CHASAN
NIM	: 11910412899
Semester/Tahun	: VIII (Delapan) / 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

Kepada yang bersangkutan diberikan izin melakukan Pra Riset di SMKIT Al-Izhar Pekanbaru guna mendapatkan data yang berhubungan dengan penelitiannya.

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 14 April 2023
Kepala SMK IT Al-Izhar

MARTIUS, S. Pd
NIY. 16.230387.04.007

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1. Arsip

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Nomor : Un.04/F.II/PP.00.9/10733/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : ***Mohon Izin Melakukan Riset***

Pekanbaru,10 Juli 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: **Amirul Chasan**
NIM	: 11910412899
Semester/Tahun	: VIII (Delapan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect of Using Question Answer Relationship Strategy on Students Reading Comprehension of Narrative Text at Tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru
Lokasi Penelitian : SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru
Waktu Penelitian : 3 Bulan (10 Juli 2023 s.d 10 Oktober 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Kadar, M.Ag.
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/58172

TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/10733/2023 Tanggal 10 Juli 2023**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**AMIRUL CHASAN**
2. NIM / KTP	:	119104128990
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**THE EFFECT OF USING QUESTION ANSWER RELATIONSHIP STRATEGY ON STUDENT READING COMPREHENSION OF NARRATIVE TEXT AT TENTH GRADE OF SMK IT AL-IZHAR PERBANKAN SYARI&RSQUO;AH PEKANBARU**
7. Lokasi Penelitian	:	SMK IT AL-IZHAR PERBANKAN SYARI'AH PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 25 Juli 2023

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

UIN SUSKA RIAU

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 28 JUL 2023

Nomor : 800/Disdik/1.3/2023/ 16952
Sifat : Biasa
Lampiran :
Hal : **Izin Riset / Penelitian**

Kepada
Yth. Kepala SMK IT AL-IZHAR PERBANKAN SYARI'AH PEKANBARU
di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/58172 Tanggal 25 Juli 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama	: **AMIRUL CHASAN**
NIM/KTP	: 1191041228990
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S1
Alamat	: PEKANBARU
Judul Penelitian	: **THE EFFECT OF USING QUESTION ANSWER RELATIONSHIP STRATEGY ON STUDENT COMPREHENSION OF NARRATIVE TEXT AT TENTH GRADE OF SMK IT AL-IZHAR PERBANKAN SYARI'AH PEKANBARU**
Lokasi Penelitian	: SMK IT AL-IZHAR PERBANKAN SYARI'AH PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An.KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

TATI LINDAWATI,SH,M.Si
Pembina Tingkat I (IV/b)
NIP. 19660717 198603 2 002

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

UIN SUSKA RIAU

YAYASAN DAAR EN NISWAH
SMKIT AL-IZHAR (PERBANKAN SYARI'AH)
AKREDITASI A
Jl. HR. Soebrantas Km. 15 (Depan UIN Suska Riau) Pekanbaru
Telp. 0852 7892 0605 smkit_alizhar@yahoo.com
NSS : 34.4.09.60.1.030 NIS : 34030 NPSN : 69823293

SURAT KETERANGAN
Nomor : 113/SMKITA/IX/2023

Yang bertanda tangan di bawah ini Kepala SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru menerangkan bahwa :

Nama	: AMIRUL CHASAN
NIM	: 11910412899
Semester/Tahun	: IX (Sembilan) / 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Judul Skripsi	: The effect of Using Question Answer Relationship Strategy on Students Reading Comprehension of Narrative Text at Tenth Grade of SMK IT Al-Izhar Perbankan Syari'ah Pekanbaru

telah **melaksanakan Riset** di SMK IT Al-Izhar Pekanbaru.

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 26 September 2023
Kepala SMK IT Al-Izhar

ROBI SANDRA, SE.Sy., M.E
NIY. 20.050493.04.022

Tembusan :
1. Arsip

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 7

Documentation

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   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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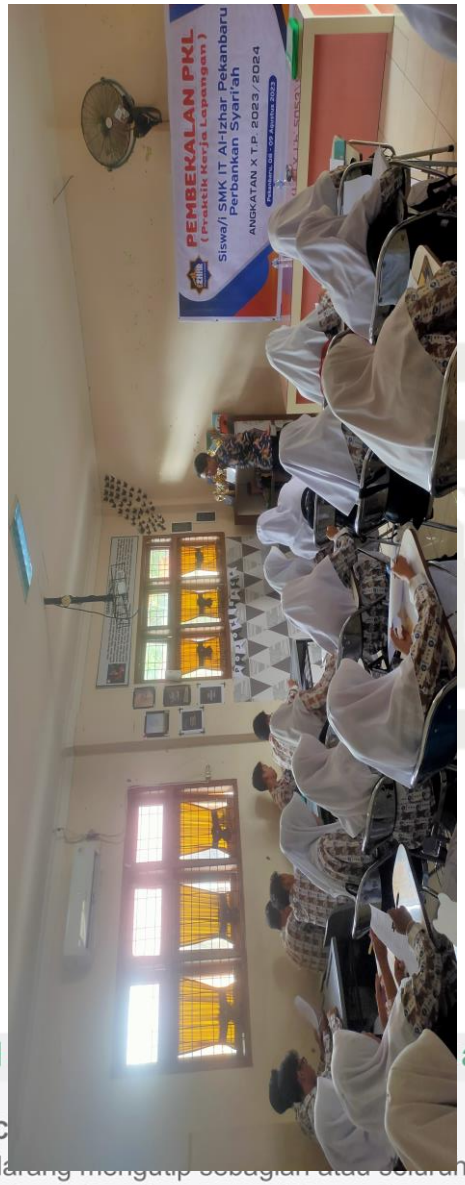

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rif Kasim Riau

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UIN SUSKA RIAU

State Islamic University of Sultan Syarif Kasim Riau

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ni tanpa mencantumkan dan menyebutkan sumber:

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CURRICULUM VITAE

Amirul Chasan, was born on June 28th, 2001 in Siak. He is the only one son of Mr. Nuryanto and Mrs. Musaeronah. He lives at Manunggal street, Pekanbaru, Riau. He graduated from SDN 09 Merangkai. He also finished his study at MTs Al-Azhar in 2016 and SMK Futuhiyyah Mranggen 2019.

In 2019, he was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2022, he was doing KKN (Kuliah Kerja Nyata) program in Sri Gading. Then, on September 2022, he was doing Pre-Service Teacher Practice (PPL) program at MA Hasanah Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, he conducted the research by the thesis entitled **"THE EFFECT OF USING QUESTION ANSWER RELATIONSHIP STRATEGY ON STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT TENTH GRADE OF SMK IT AL-IZHAR PERBANKAN SYARI'AH PEKANBARU".**