

IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION ANSWER RELATIONSHIP STRATEGY (QARS)

Ade Sahbana Damanik¹, Herman²

^{1,2}English Education Department, Universitas HKBP Nommensen
Universitas HKBP Nommensen

**Jl. Sutomo No. 4A, Medan, Indonesia Phone: (+6261)4522922 Fax: 4571426
e-mail: herman@uhn.ac.id**

Abstract : *This research was intended to find out the empirical evidence of the influence the (QARS) Question Answer Relationship strategy on student reading comprehension ability in reading comprehension explanation text. The research used quantitative method with quasi experimental design This research was used purposive sampling with the research sample totally 20 students with classified into two classes, namely experimental group and control group, the population of this research was eight grade of SMP YPK Pematangsiantar. The instrument used is reading comprehension test, before giving treatment the student from both classes were give pre-test to know the ability of student reading comprehension in reading explanation text, the test consists 10 multiple choice question. at the end of treatment the student given post-test the data from both tests were analyzed by using mean to measure the score of student the result of mean score of pre-test reveal a significant improvement between pre-test and post-test. In the pre-test the experimental group got 61 while the control group 66 in post-test.*

Keywords: *QARS, reading, comprehension, teaching, strategy.*

INTRODUCTION

In new era globalization, English is present as a language in mind that represent human languages in the world to build an interaction between other countries. Chomsky (2002:90) stated the use of languages is one important pilar of mind to refer a creative communication. The creation of linguistic give an influence to the student as have ability to enhance their

skills, it is taught in formal education institution, it seems English is elegant language for all people by learning English hopefully the student have a confidence to interaction in society or other institution, learning English its very useful from elementary up to university level as the student can understand that the English language is very useful to be mastered in the field of literacy skill in which to enrich their

capability in major issue in teaching English.

Teaching English objectively need an enlighten and creativity in mind that contribute many aspect of language is. in contrast the ability of English languages comprises four term namely Listening skill refers to the understanding of what the listener has heard, speaking skill is refer to how the students can communicate properly and correctly, reading skill is refers to the understanding the students had read, and writing skill is refers to written text relates to the correct English grammatical.

Reading is a thinking process to catch the sense of text and take the essence of language in education field, where student need to enlightenment when reading process as the ability of human mind or intellectual can succeed to comprehend the text. According to Sandiku (2005:30), Through reading, we learn a lot and it is the most prominent language skill. Reading is related with daily life because people read many kinds of written materials such as newspaper, magazines, academic book, and so on (Ivantara et al, 2020:83).

Reading is new ideas in experiences cognition in life. Reading skills is very important things that should acquire by student now, ability student to understanding a skill should have a direction as they able to reflect what they learn especially reading skills.

Meng as cited in Herman, Sibarani and Pardede (2020:86) stated that English reading has always been regarded as one of the main aims in English teaching in colleges and universities, because it can objectively reflect the students' abilities to acquire the language (Sinaga et al, 2020). Most of student think reading is very difficult caused they have not ability and deep meaning about reading for instance when the process of reading a text. Reading is the process of comprehending the information in large scale. In reading comprehension itself, has several types, namely literal reading, extensive reading, intensive reading, and critical reading, and one of the important and also difficulties of students in reading comprehension is reading English texts critically. Where the students are difficult to understand what is conveyed by the text they are reading, what is the message implicit in the text.

Reading comprehension is a cognitive task to compare the individual words, and identify the meaning such as sentence, clause and paragraph in reading activities. Zhang (2018:13) stated the ability of student to decode text is not merely understand words and construct the meanings. In contrast reading ability involved decoding that result an action of cognitive ability to separate the component of reading. thus, the comprehension of student in read text needs creative skills as the student able to construct new meanings in literacy point and comprehend the structure of text creatively and critically

When the researchers give the teaching practice the researchers found some a problem, first most of student do not understand the process of reading such as syntactic parsing whereby the ability of student to understand the clause, phrase, and word order is still low as a result to comprehend some information in the text is difficult., second the student confused when read a text because the student did not knew the content of the text when they read a books, journal and article, as a result the student do not acquired the material completely

and did not got the essence third the student lack understanding can see when they read the ideas form explanation text the students is not able to represents the supporting ideas as when the researchers give an assignments in explanation text the most who answered with an average score only 8 students with score 80.while the 12 students scored below average.

Based on the various phenomenon above, the researchers provide a solution to use question answer relationship strategy (QARS) as a teaching strategy questions answer relationship are information that emerge in text, QARS is a literacy strategy that provide broader knowledge with framework to guide their processing of comprehension questions frequently encountered after reading a text. Raphael (2014) which can use in order to elaborate what types of questions and what would be of answers. the label of type of questions used to elaborate and identified two criteria first where answer can be concluded from fact in text, second questions that requires an experience from fact in which enable student to be aware of the relationship between

textual information and prior knowledge.

The two categories of questions “in the book” and “in my head” can be further delineated overwhelm four kinds when questions are poses whose answer can be found “in the book” student will find “right there” in which the student activate their ability to think and search the information in text (Henry, 2018). There is the questions that provide a specific information to answer the questions. “Think and search” is question usually requires comprehending readers to think about how ideas of information in the passage relate each other. “On my own” is questions can be answered using readers experience in a text "Author and Me" are questions that need readers to use ideas that is not stated directly in the passage to answer the question correctly.

In addition to make the question and answer relate each other, the student poses before, during and after reading text as the student can recall the fact of information, make a statement, synthesize information and create inference from text when answering questions.

This strategy is appropriate to make students understand about words, paragraph, or text because they know about the correlation of questions and answer. The student will get more detail explanation concern the categorization of questions. The advantages are the student will get new knowledge to think creatively in mind in in teaching and learning process.

Based on the background of study above the researchers are interested to make a research in junior high school at grade eight entitled Improving student reading comprehension ability through question answer relationship strategy

REVIEW OF RELATED LITERATURE

Definition Reading

Reading is one aspect in cognition ability to comprehend the meaning in text. Skilled reading makes students have deep understanding related material taught. this refer that the subjects of reading in the field of Indonesian studies should have greater enlightenment. Reading as one aspect of the four skills in teaching, plays a prominent thing in language teaching. Grabe (2009) said to be important because, in addition to teaching skills

objectively is one way to get information about something different and very specific tool for obtaining a wide range of specific information, included science and technology. Reading is fully describing ability.

Like any ability, we get broader knowledge in reading practice (Dhillon et al, 2020). For this reason, reading is a basic requirement for an advanced society. In the same way, in education, read a very influential role in student confidence. It can be proved that the higher the reading understanding of the students, gains the higher the knowledge they had. Then interest in reading and reading skills.

Good communication tool and as a learning tool to develop knowledge and skills expand horizons. It can be said that the students who have higher order thinking will be easier to mastering new knowledge and technology contained in article, books and others. Based on this, the researchers have made efforts to overcome.

Purpose of Reading

Reading overwhelm some purpose to the reader as follow:

- Reading to search for simple information

Reading ability is major issues in literacy skills through reading task that it is commonly best see as a type of reading ability

- Reading to skim

Reading tasks is one essential point of many reading task and benefit skills in its own right.it relates with essence, combination, of strategies for guessing where important information might be in the text. thus using basic reading comprehension ability on those segments of the text until the ideas is constructed

- Reading to learn from the texts

Reading to learn is usually take at reading rate somewhat slower than general reading comprehension, due to re-reading and reflect something that is primarily to remind the information.

- Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or 9 conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

Definition of Reading**Comprehension**

Definition reading comprehension is process transfer knowledge through the ability of mind to think and understand the information. Comprehension means understanding. Reading without understanding or comprehend is empty. Comprehension is a skill that will not only affect a child's future reading ability but also their academic ability throughout school and beyond (Kirby, 2014). Not all students are able to apply reading with comprehending; most of them just read and pass by without knowing what the main point of the story they have read. On the other hand, students who are able to apply reading with comprehending, tend to be more advanced and become intelligent students in their class, because they can reap information, understanding, and get a lot of knowledge from reading. by understanding each of the readings they read, their thinking will become more critical and their knowledge will be more extensive.

Comprehending Explanation Text**Categorization of Explanation Text**

Explanation text is a processes connecting to social

scientific, cultural phenomena in general sense of text. Explanation text is to explicate why and how of phenomenon happen, explanation text types is used to tell something happen in nature (Blake, 2011).

Based on question how and why explanation comprises, two types. The first explain explicate a case or something works, for instance of explanation text that describing how technology represent computers work, and explicate the phenomenon happen ,for instance there is a mist on bathroom mirror when we bath, and why the spinning wheel

The goals of an explanation text is to tell the story in large issues stories (How) and provide the influence of stories, Explanation is a brief explanation of the text concern with the process evolved in comprehending and making explicit the how or why of specific phenomenon , events, and concept that happen in technical fields and scientific. The educational goal of explanation genre is to present or develop comprehending of the object and ability to explain the significances. Explanation text is written relates how and way something done. The role of explanation text is very valuable in

constructing and sharing knowledge. In my conclusion that explanation text is a text used to explicate how and why the activities of social, culture phenomenon, events or action, It also used to find the fact and understanding.

Generic structure of Explanation

Text

There are four types of generic structure:

- A. Title: explanation text has explicit meanings in large scale in term to tell about the ideas of text.
- B. General statement explicates the phenomenon issues in which to state about the issues
- C. Sequence explanation: explicate a series of stages in which to state the phenomena
- D. Closing: The part of sequence explanation that use a brief explanation about the text.

Language features

1. Use present tense
2. Use adverbial phrase
3. Use technical terms
4. Use action verb
5. Use of connective to link the sequences
6. Use general and abstract nouns
7. Use pronoun

8. Use of passive voice

The Understanding of QARS

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, Farida and Herlina (2020) state QARS is a basis for teaching three comprehension strategies namely addressing information, indicating text structures, and how the information shyntesize.in my point of view QARS refers student relationship between questions and answer and how to arrange different types of questions (right there, think and search). QARS also relates with prior knowledge in which used to gathering the information between question and answer. For this reason, it can be concluded QARS are comprehensions concerned in improving student understanding to grasp a text, the goal of the QARS is generalize students' focus on meaning in context and encourage students to explain information obtained from reading .to proven that QARS can	

encourage readers to be more active, engaged, and independent text comprehend.

The researcher using QARS to helps students consider both information from the text and information from their own background knowledge. If students are asked to create their own questions, QAR also extends their writing ability. Explicitly Teaching QAR:

➤ **STEP 1**

Introduce the strategy framing the relationship of the Questions to Answers. An enlarged chart of this can be hung in the classroom where students can refer to it.

➤ **STEP 2**

Create QAR questions from small sections of text (not longer than five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the class textbook and subject exam papers.

• **Right There:** the answer is found in the text, usually as a phrase contained within one sentence.

• **Think and Search:** while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.

• **Author and You:** as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question.

• **On Your Own:** requires students to think about what is already known from their reading and ex

➤ **STEP 3**

Give the students sample questions to answer in small groups and identify which of the QAR levels they used.

➤ **Step 4**

Have students work individually on questions from longer passages. Get students to examine the types of questions in their textbooks

METHODOLOGY OF STUDY

Research Design

This research is used Quantitative because the data were analyzed using a statistical procedure that provides answer the research question or hypotheses (Creswell, 2014). Hence, Sirait et al (2020:489) defined that quantitative refers to describe variables, to examine

relationships among variables and to determine cause-and effect interactions between variables (Lumbantobing et al, 2020). In this research, the researchers wanted to seek truth the effect of independent variable and dependent variable. The research is to find out the effectiveness of using QARS on student reading comprehension ability in general sense of explanation text. This study is conducted at grade eight for junior high school Pematangsiantar. This school was taken as the field of the study because the researchers had teaching learning experience during this mini research text was given by the lecturer, so the researchers knew the real condition of this school, and the researchers identified the phenomenon in teaching reading Secondly, the researchers suggested that innovation is needed in improving QARS in read explanation text.

The researchers used quasi-experimental design. A quasi-experimental design will apply to know whether a significant and score between the participant who use QARS and without QARS in reading explanation text. The research design applied is the pretest and posttest control design. Therefore, data will

take from pre-test and post-test to seek the effectiveness ability in the explanation text. In this research design, two classes used to be respondents. In this research, comprises two types of treatment, first experimental group used treatment second, control group does not get treatment. Both of groups were given a pretest. Treatment is only given to experimental groups (Creswell. 2014). Finally, the two groups were given a post-test to evaluate the distinguish of experimental and control group.

Population and Sample

According to Creswell (2011) as cited in Sinaga (2020:54), population is a group of individuals who have the same characteristic. The amount of population is the students eight grade for junior high school academic years 2020/2021. The number of student in the classroom consist 20 students. There are two classes at this class level, the sample was organized between the whole population are two classes as control and experimental group. Arikunto (2010:174) states that sample is some or the representative of population which is going to be observed (Pardede and Herman, 2020:294). The

researchers took A1 as an experiment group that has 10 students and B1 as the control group with 10 students, which contains about 20 students as a sample. The sampling of this research is purposive sampling. Purposive sampling is the reason for using a purposive sampling technique is because researchers could only use two classes of Eight grade junior high school(YPK) Pematangsiantar.

Instrument of Research

Cohen et al (2007) as cited in Barus et al (2020:540) said that research instrument is a tool used by the researcher to collect the data with certain rules (Sidauruk et al, 2020). The researchers made a test as the research instrument. The tests are experimental and controlled group comprises pre-test and post-test. The pre-test given before the researchers gave any treatments to both classes to see the students' reading comprehension ability in explanation text.

On the other hand, the post-test was given after the Researcher given treatment in experimental class and gave no treatment in controlled class. The post-test was aimed to find out the influence of using question-answer relationship strategy on

students' reading comprehension ability in explanation text.

Technique of Data collection

The researchers make pre-test and post-test as data collection technique. Pretest was done in the first meeting to controlled group and experimental group. The pre-test was aimed to measure students' reading comprehension ability on explanation text on both classes before conducting the treatment.

After conducting the treatment in the experimental group, the researchers administered post-test. It aims to organize the influence of QARS on students' reading comprehension ability on explanation text. Pre-test and posttest are instruction to answer question about explanation text.

In this research, procedure collecting the data comprises into two classes, overwhelm experimental group and control group.

The Procedures of Experimental Group

1. Pre-test

Pre-test is an assessment that is done at the beginning of the research to know the student reading comprehension before treatment

2. Treatment

Treatment was conducted for experimental group only. The form of treatment was using question answer relationship strategy, In this approach, the researchers introduced the concept of genre (Explanation text) in teaching reading comprehension, and the meeting was done in two meetings

3. Post-test

After giving treatments two times, where the researcher taught test by using QAR strategy (for experimental group) the post-test was done. In the post test, the student were assigned to answer the explanation text

The Procedure of Data Collection for Control Group

1. Pre-test

The process giving the test was administered same with as experimental group.

2. Traditional teaching approach

The experimental group was treated by QAR strategy, The control group was taught by using conventional approach or taught as usual and also done ion two meetings

3. Post-test

Post-test was also done to control group at the end of meetings

Technique of Data Analysis

The researchers collected the data and analyzed the data based on the students' pre-test and post-test scores. This is done to see the influence of QARS is effective or not. The researchers analyzed the data by following steps:

- a. Calculate the amount of variable by using the pattern by Ary (2010: 108)

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

$$\bar{Y} = \frac{\sum Y}{N}$$

Where

\bar{X} : mean

\sum : sum of

X : raw score of pretest

Y : raw score of posttest

N : total number of scores

- b. The researcher find range both of the score by using formula by Ary (2006:115).

$$Range = X_y - X_x$$

R : range

Xy : highest value in a distribution

Xx : lowest value in a distribution

- c. Calculate the deviation (x),

Standard Deviation of the difference scores by using formula by Ary (2006:117)

- d. Finding mean score of each group

$$\bar{X} = \frac{\sum fx}{N}$$

\bar{X}	= the average scoree
$\sum fx$	= sum of the raw score
N	= number of students

- e. Finding standard deviation of each group

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

S	= standard deviation
$\sum fx$	= sum of mean deviation
N	= number of students
1	= constant number

- f. Finding standard error of difference of mean

$$SE (x^e - x^c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

SE (xe - xc)	= standard error
Se	= standard deviation of experimental
Sc	= standard deviation of control

Validity and Reliability

Validity

Validity is the data collection means to compute what is intended to be measure (Taherdoost, 2016). Valid means the instrument can be used to measure what should be measured. The validity of an instrument was dependent upon the

situation and the specific purpose of use of the instrument. It need to be relevant and sounding with the instrument.

Reliability

Reliability is used as a means of quality control in test (Cohen, 2007). The test must first be reliable as a measuring instrument, therefore the reliability is necessary. In addition, reliability concerns the faith that one can have in the data obtained from the use of an instrument, that is, the degree to which any measuring tool controls for random error. This means that the results of the pre-test with the post-test must be consistent, for example if in the pre-test students get a score of 60 then at the post-test students must get a value of at least 80. When it is not consistent or the difference of pre-test and post-test quite significant, then it cannot be said to be reliable.

RESULT AND DISCUSSION

Result

The researchers explicate the results of study which using question-answer relationships strategy. After conducting the research, the researchers got score from pre-test and post-test from students' data in the form numbers. This study involved two

class are control and experimental group. Both classes were treated with different strategy. In experimental class, question-answer relationship strategy was used as a treatment. Meanwhile, controlled group was taught by using conventional strategy which the main activities set are lecturing and practicing. The data used here are the results of students' reading comprehension ability test. The data are post-test and pre-test given in both classes before and after the treatment done.

These are following data of students' pre-test and post-test in experimental class and controlled class

Data description

The researchers given the treatment concern about the goals of strategy stages, and activities in teaching and learning process first QARS to experimental group. The treatment was done on the 18th august 2020. The title related about explanation text "CORONA VIRUS". The researchers started the class by greeting the students and checking their absence. The researchers told the aims of lesson and gave the material in learning process, thus explicate the steps in teaching explanation text about

corona virus to the students and they read the text, after the student read the teacher ask them to make question from the text

The researchers divided into 2 class with 10 students in each group, thus the teacher ask the students to create interactive questions one by one. The questions on record voice and teacher explain the types of questions

The students tried to analyze the questions on record voice between relationship question and answer. After that students repeat the questions and answer all of the record voice question with make group. the teacher evaluated the questions.at the first meeting the result of test did not work well for the students had difficulties in comprehend the text in teaching and learning process caused they lack vocabulary and confused to find out the types of questions

The teacher requested student to translate the text into Bahasa, thus the students inquire to find out the difficult words in Google translate, when student discussion not all member finished the assignment, in the next meetings the teacher would ask them to work in group and 18th august 2020 the researchers taught

conventional method of reading explanation text.

The researchers explicate explanation text are generic structure and language feature, thus the researchers gave one text and ask again to finished their assignments after that the researchers evaluate based on result examination.

The researchers found various problems in teaching and learning process in both of the classes they lack vocabulary and confused when read the text

Table 1. Data experimental group

No	Students code	Pre-test	Post-test	Gained score
1	R1	60	70	10
2	R2	60	60	10
3	R3	50	80	30
4	R4	40	60	20
5	R5	60	80	20
6	R6	50	60	10
7	R7	50	70	20
8	R8	40	50	10
9	R9	30	40	10
10	R10	30	40	10
	∑	470	610	150
	mean	47	61	15

Based on the table above, it shows that students in experimental class which consist of 10 students obtained 47 as the mean score in pre-test. The highest score in pre-test is 60, the lowest score is 30, and the total score is 470.

Meanwhile, the mean score of students in post-test is 610. The highest score in post-test is 80, the lowest score is 40, and the total score is 610. For the mean of gained score is 15. As a result, it indicates that question answer relationship strategy affects students' reading comprehension.

Data Control group

The researchers gave treatment of QARS to experimental group. The researchers conducted post-test and pre-test both of control group and experimental group post-test was administered to find whether there is significance effect of QARS through students reading explanation text. The student who taught using conventional learning was administered on 30th august 2020 both experimental and control group The score of post –test in last meetings given treatment both experimental and control group were given a post-test.

The post-test was administered to seek there is significance effectiveness on students' explanation text between the students who were taught used QARS after the treatment or not.

The result of post-test was taken from experimental and control

group were shown table below. It comprises the highest and lowest score, the mean of score, standard deviation, and variance

Table 2. Data Control Group

No	Student's code	Pre-test	Post-test	Gained score
1	R1	50	60	10
2	R2	40	50	10
3	R3	50	60	10
4	R4	50	60	10
5	R5	60	80	20
6	R6	70	80	10
7	R7	60	80	20
8	R8	50	60	10
9	R9	50	70	20
10	R10	50	60	10
	∑	530	660	130
	Mean	53	66	13

From the table above, it can be known that the students in control class obtained 53 as the mean score in pre-test. The highest score in pre-test is 80, the lowest score is 40, and the total score is 530. In the other hand, the mean score of students in post-test is 660. The highest score in post-test is 80, the lowest score 50, and the total score is 660. For the mean of gained score is 13, the lowest gained score of experimental class is 10, the highest gained score is 20 and the total gained score by student is 13

Discussion

In teaching reading teacher used many strategies. One of the

comprehension strategies is by question. Questioning is a computational process in which to construct the organization of text, searching for bias and perspective. Question and Answer treatment can employ their ability by presenting the information from the text as the student can answer teacher questions creatively

Based on rationale above it was express that QARS had a significant treatment on student reading comprehension in explanation text. QARS is also known as an equipment to explore how student grasp and reach the task of reading text and answering the questions accurately. the researchers make pre-test at the first meeting and used score of the pre-test in order to seek which class that would be controlled and experimental class. The score was taken from pre-test and post-test. It can be seen the score of post-test in experimental was achieved rather than the score of pre-test in experimental class, the student score of experimental class were highest from pre-test to the post-test

The mean of score control group are higher rather than mean score of experimental group. It can be concluded that by used QARS is

effective to improve the ability of student in explanation text. Which is "to what extend does the using QAR strategy affect students' reading comprehension on explanation text at Eight grade for junior high school?". It is answered by pointing that the students' score in the posttest that have significantly increased, from 53 in pretest to 66 in posttest

Comparing to other previous related studies, there are several similarities and differences to this study. Based on the previous study, the study used eleven grade of junior high school while this study used eight grade of senior high school. The previous study, the study was also testing the reading comprehension text, but it was different with the instrument being tested and it used multiple choice question. The next previous study had the same skill and strategy that being tested, but it was different with the genre of text of the test. In concluding those explanations above, it can be seen that the QAR strategy was effective in improving some skills

CONCLUSION AND SUGGESTION

After framing the whole steps of quantitative data at a junior

high school class in (YPK), it can be concluded based on the results of this research above. This research meant to measure mastering students reading comprehension text in eight grade students Junior High School. Can see in detail information above in "result of percentage" between the pre-test and post-test, At first, students are difficult to reading passage, It was realized with score The students' mean score of post-test in control group is (66) which is higher than the students' mean score of posttest in experimental group (61). Besides, to ensure the influence of the QAR strategy's effectiveness the researchers explore the result of treatment in the form of number can see in detail from the average score can be achieved

REFERENCES

- Ary, D. (2006). *Introduction to Research in Education*. Canada: Wadsworth Cengage Learning.
- Barus, L. D. G., Herman., and Niswa, K. (2020). The Effect of Student Teams Achievement Divisions (STAD) to the Students' Writing Ability on Recount Text. *Journal of English Education and Teaching (JEET)*, Volume 4 number 4, December 2020, Page 536-547. DOI: <https://doi.org/10.33369/jheet.4.4.536-547>.

- Blake. (2011). *Explanation Texts Structure and Features of Explanation Text*. Blake Education Fully Reproducible. .
- Chomsky, N. (2006). *Language and Mind* (3rd ed.). USA: Cambridge University Press.
- Cohen, L. (2007). *Research Methods in Education* (sixth ed.). London, New York: Routledge.
- Creswell, J. (2014). *Research Design: Qualitative, Quantitative and Mixed method approaches* (4th ed.). London: SAGE Publications, Inc.
- Dhillon, B. P., Herman, & Syafrudin. (2020). The Effect of Skimming Method to Improve Students Ability in Reading Comprehension. *Journal of Llinguistic and Language Teaching*, 6(1), 77-88.
- Faridah , D., & Herlina , R. (2020). Question Answer Relationship in Critical Reading on Narrative Text. *Journa lof Applied Linguistic and literacy*, 4(1), 96-102.
- Grabe, W. (2009). *Reading In Second Language: Moving from Theory to Practice*. Caambridge University Press.
- Herman, Sibarani, J. K., and Pardede, H. (2020). The Effect of Jigsaw Technique in Reading Comprehension on Recount Text. *Cetta: Jurnal Ilmu Pendidikan, Jayapangus Press ISSN 2615-0891 (E) Vol. 3 No. 1 (2020), PP. 84-102*.
- Henry, S. B. (2018). Question Answer Relationship Strategy and Reading Comprehension. *Educational Leadership with Specialization in Curriculum and Instruction* , 1-93.
- Ivantara, E. P., Herman., and Manalu, D. B. (2020). The Effect of Using Cooperative Script on Student's Reading Comprehension at Grade Elevent of SMA Negri 2 Pematangsiantar. *Acitya: Journal of Teaching & Education, Vol. 2 No. 2 2020, PP. 82-94*.
- Kirby, J. (2014). Reading Comprehension: Its Nature and Development. *Canadian language and Lliteracy Research Network*, 1-8.
- Lumbantobing, S. R. A. H., Pardede, H., and Herman. (2020). The Effect of Herringbone Technique on the Students' Ability in Reading Comprehension on Recount Text. *Journal of English Educational Study, Volume 3, Issue 2, November 2020, Page 1-10, E-ISSN: 2655-0776. DOI : 10.31932/jees.v3i2.656*.
- Mecca , S. (2013). *Reading Strategies for Science*. Second Edition Huntington Beach: Shell Education.
- Pardede, H. and Herman. (2020). The Effect of Numbered Heads Together Method to the Students' Ability in Writing Recount Text. *Cetta: Jurnal Ilmu Pendidikan, Jayapangus Press, ISSN 2615-0913 (E)*,

- Vol. 3 No. 2 (2020), PP. 291-303.
- Raphael, T. E. (2014). *Teaching Question Answer Relationship*. International Reading Association.
- Sandiku, L. M. (2005). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *Europe Journal of Language and Literature*.1(1).29-31
- Sidauruk, A., Silalahi, D. E., and Herman. (2020). The Effect of Problem Based Learning (PBL) on Writing Recount Text at Grade Ten of SMK Negeri 2 Pematangsiantar. *Journal of English Teaching as a Foreign Language* 6 (1), 29-43.
- Sinaga, Y. K., Herman, and Siahaan, P. L. (2020). The Effect of Partner Reading Strategy on Reading Comprehension. *Journal of English Education and Teaching (JEET)*, e-ISSN: 2622-5867, p-ISSN: 2685-743x, Volume 4 number 2, June 2020, Page 206-218.
- Sinaga, H., Herman., and Pasaribu, E. (2020). The Effect of Anagram Game on Students' Vocabulary Achievement at Grade Eight of SMP Negeri 8 Pematangsiantar. *Journal of English Educational Study, Volume 3 Issue 1 May 2020, Page 51-60* E-ISSN: 2655-0776.
- Sirait, M. F., Hutauruk, B. S., & Herman. (2020). The Effect of Using Speed Reading Technique to the Students' Ability in Comprehending a Text. *Cetta: Jurnal Ilmu Pendidikan*, 3(3), 485-498.
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument. *International Journal of Academic Research in Management*, 5(3), 28-36.
- Zhang , L. (2018). *Metacognitive and Cognitive Strategy Use in Reading Comprehension* . Singapore: Springer Nature Singapore Pte Ltd.