

**EXPLORING SECONDARY SCHOOL STUDENTS'  
CRITICAL READING SKILL OF NARRATIVE  
THROUGH QUESTION-ANSWER RELATIONSHIP STRATEGY**

**THESIS**



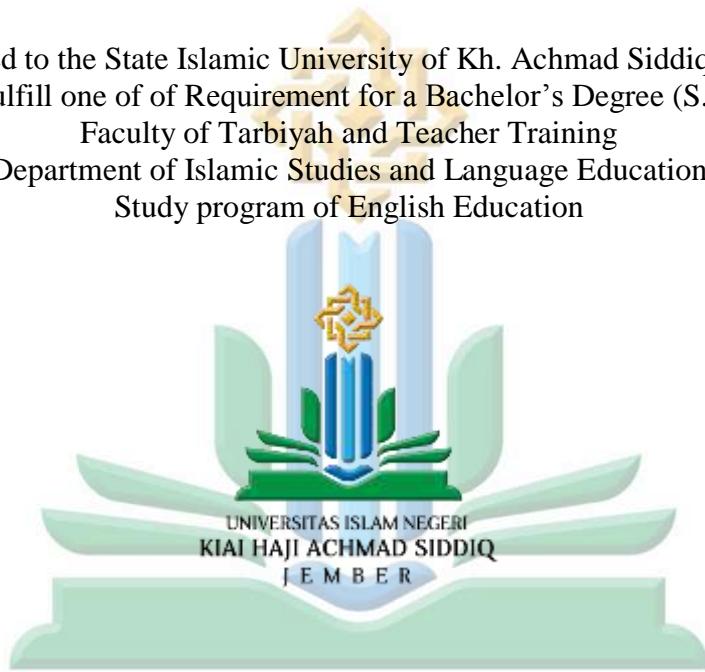
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**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
2025**

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Submitted to the State Islamic University of Kh. Achmad Siddiq Jember  
To fulfill one of the Requirement for a Bachelor's Degree (S. Pd)  
Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Study program of English Education



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Faculty of Tarbiyah and Teacher Training  
Department of Islamic Studies and Language Education  
Study program of English Education

Written By:

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Day: Wednesday Date:

December 3<sup>rd</sup> 2025

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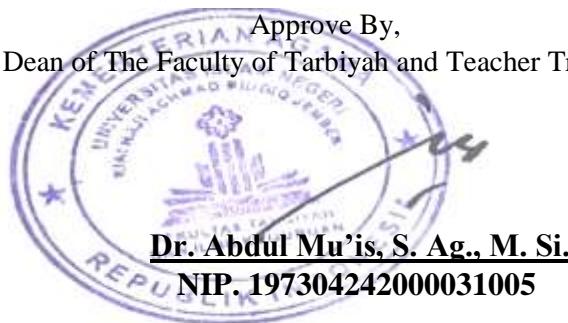
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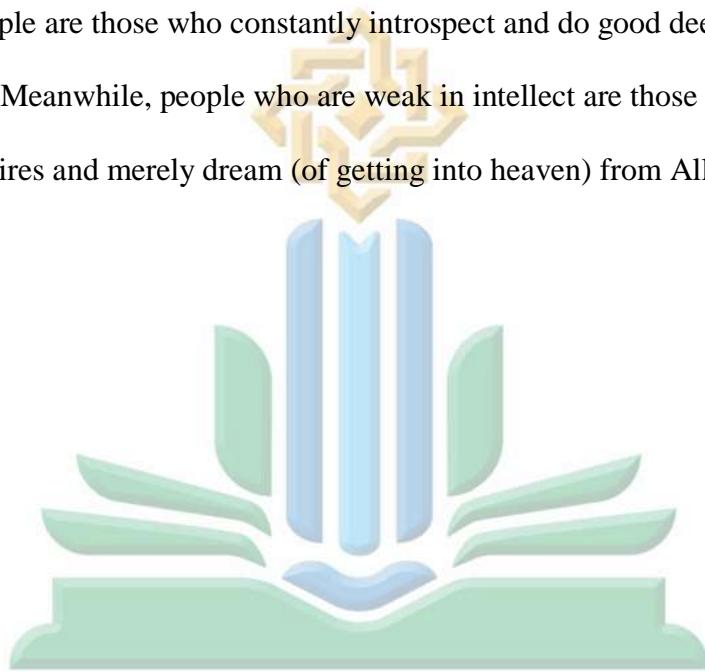
## MOTTO

الكيس من دان نفسه و عمل لما بعد الموت، والعاجز من أتبع نفسه هواها و تمنى على الله

“Intelligent people are those who constantly introspect and do good deeds for their life after death. Meanwhile, people who are weak in intellect are those who only follow their desires and merely dream (of getting into heaven) from Allah.”

(HR. Tirmidzi)

\*



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\* At-Tirmidzi, Sunan At-Tirmidzi, Kitab Ṣifat al-Qiyāmah wa ar-Raqā'iq wa al-Warā'\* , no. 2459.

## DEDICATION

This humble work is not the result of my effort alone, but rather a woven fabric of countless prayers, sacrifices, and encouragement. Like the roots that steady the tallest tree, the love and support of those around me have kept me grounded through the storms of uncertainty. For them this thesis is dedicated:

1. My beloved father, Slamet Hadi S., whose wisdom, patience, and unwavering support have shaped the foundation of my resilience. His quiet sacrifices and steadfast belief in my abilities have strengthened my determination throughout every stage of this academic journey. Your guidance has been a constant reminder for me to stay grounded and persevere in the face of challenges.
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3. My younger sister, Oumi Nur Aida, whose joyful spirit, gentle encouragement, and constant support have brought warmth and comfort throughout my academic journey. Her presence has been a quiet source of motivation, reminding me to stay hopeful and balanced even in challenging times. Thank you for the light and cheer you bring into my life.

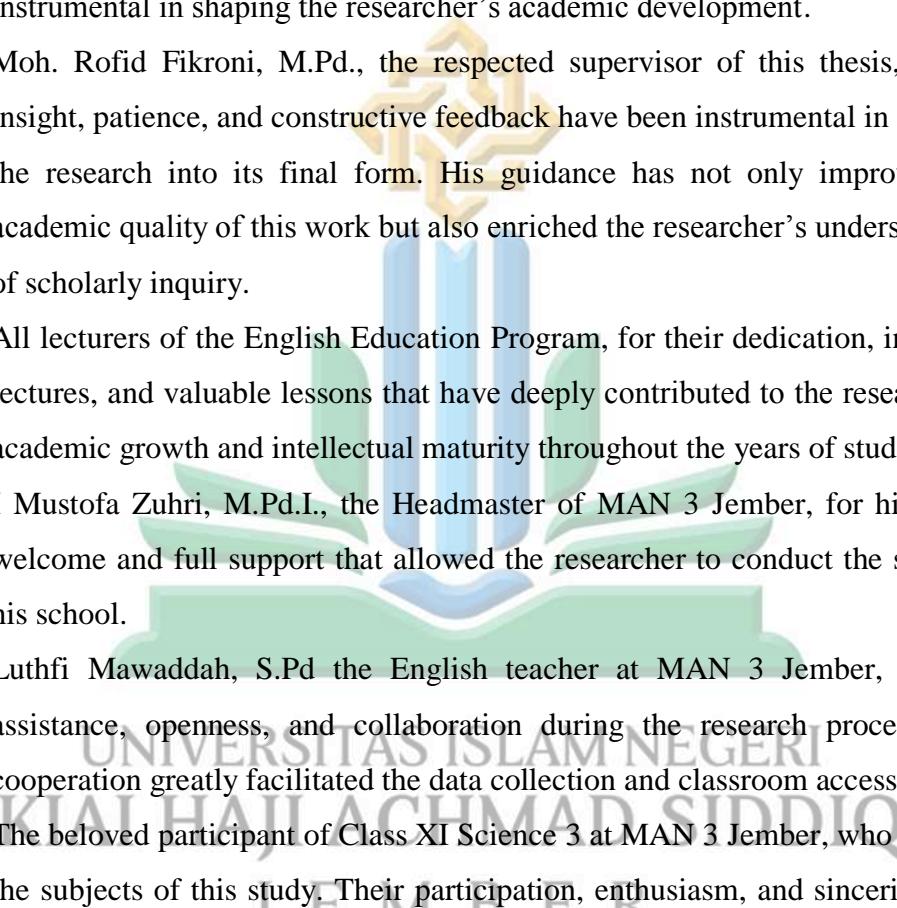
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Alhamdulillahi rabbil 'alamin. All praises be to Allah, the Lord of the worlds, whose boundless mercy and infinite grace have accompanied each breath, each struggle, and each step of this journey. Like rain upon a barren land, His blessing has nurtured strength in moments of doubt and lit the path when shadows fell. Without His divine will, this undergraduate thesis would never have found its completion, fulfilling one of the English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of KH. Achmad Siddiq Jember.

Peace and endless blessing be upon our noble Prophet Muhammad SAW, the guiding star of humanity, whose light has led generations from the darkness of ignorance into the brilliance of knowledge and faith. May we continue to walk in his footsteps and hold fast to the wisdom he left behind.

However, this thesis would have never reached its final form without the continuous support, thoughtful guidance, and sincere encouragement from many individuals and institutions. Therefore, with deep respect and heartfelt appreciation, the researcher extends eternal gratitude to:

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5. Dr. Ninuk Indrayani, S.Pd., M.Pd., the researcher's academic advisor, whose kind support and consistent guidance throughout the years have been instrumental in shaping the researcher's academic development.
6. Moh. Rofid Fikroni, M.Pd., the respected supervisor of this thesis, whose insight, patience, and constructive feedback have been instrumental in shaping the research into its final form. His guidance has not only improved the academic quality of this work but also enriched the researcher's understanding of scholarly inquiry.
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## ABSTRACT

**Moch Ridho'i, 2025:** Exploring secondary school students' critical reading skills of narrative through Question-answer relationship strategy.

**Keywords:** critical reading, narrative text, Question–Answer Relationship (QAR), EFL, secondary education

In the 21st-century educational landscape, the development of critical reading skills has become a national priority in improving students' literacy competence, particularly in English as a Foreign Language (EFL) contexts. Indonesian secondary school students are expected not only to understand the literal meaning of texts but also to analyze, evaluate, and reflect on the deeper significance of what they read. However, many students still struggle to move beyond surface-level comprehension, especially when reading narrative texts. Therefore, innovative teaching strategies are needed to help learners engage more critically with reading materials and develop higher-order thinking skills.

This study aims to explore how the implementation of the Question–Answer Relationship (QAR) strategy enhances secondary school students' critical reading skills in analyzing narrative texts. The research focuses on the use of QAR as a structured questioning framework to guide students in distinguishing between literal and inferential questions and to support their analytical interpretation of narrative meaning. Through this study, the researcher seeks to examine how QAR contributes to students' ability to interpret moral lessons, identify authorial intent, and connect textual content to real-life experiences.

This study seeks to answer the central research question: How does the implementation of the Question–Answer Relationship (QAR) strategy enhance secondary school students' critical reading skills in analyzing narrative texts? To address this question, the research aims to explore how the QAR framework supports students in distinguishing between literal and inferential forms of comprehension, guides them in analyzing narrative structures, and strengthens their ability to interpret and evaluate textual meaning. The objectives of this study include examining how QAR helps students identify moral lessons, infer authorial intent, construct evidence-based interpretations, and make meaningful connections between narrative texts and real-life experiences.

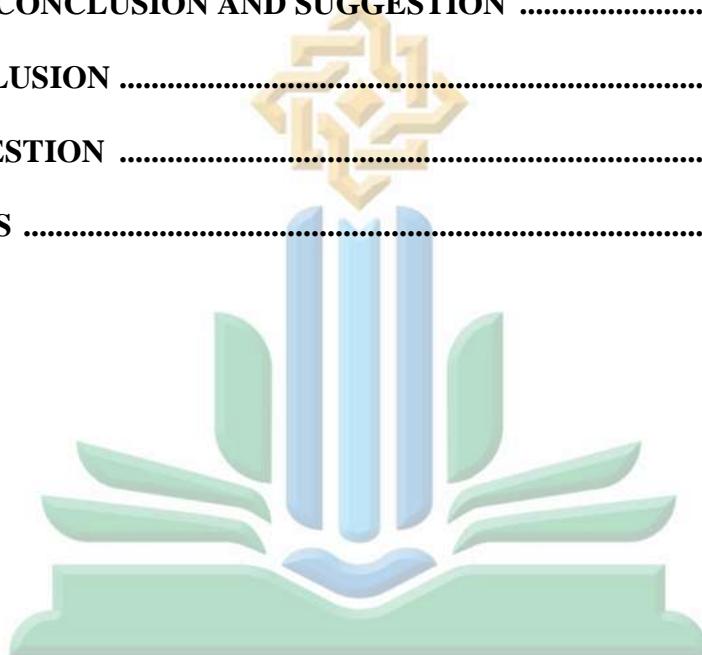
The results show that the QAR strategy effectively improved students' progression from literal comprehension to critical interpretation. Students demonstrated better awareness of different question types—"Right There," "Think and Search," "Author and You," and "On Your Own"—and applied them to analyze characters, infer moral values, and reflect on the messages within fable narratives. The integration of QAR also enhanced student engagement, collaboration, and metacognitive awareness. Thus, QAR proves to be a practical and pedagogically effective approach to fostering critical literacy among Indonesian EFL secondary school students.

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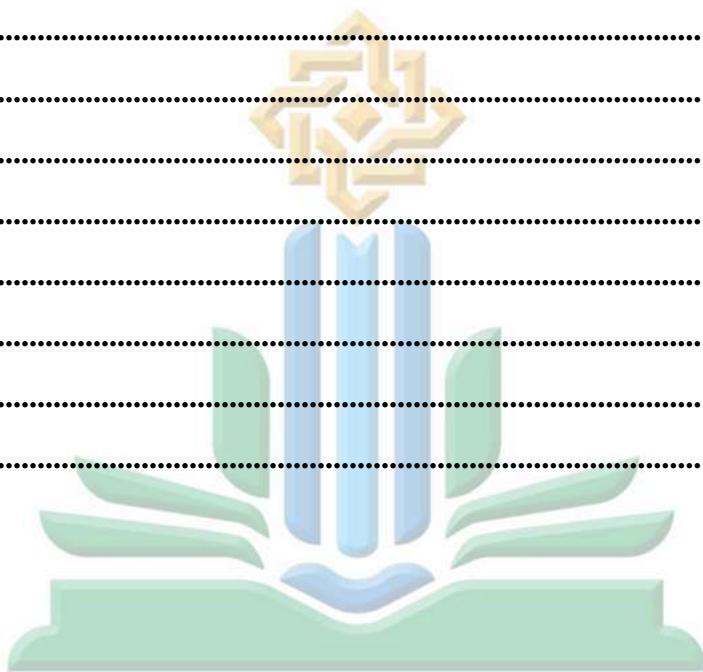
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## CHAPTER I

### INTRODUCTION

In this chapter contains the background of study, research question, research objective, significance of research and definition of key terms.

#### A. Research Context

Critical thinking has increasingly become a central focus in the educational landscape of the 21st century, particularly at the secondary school level. This stage of education marks a transition period in which students are expected to move beyond memorization of facts toward more complex cognitive processes such as reasoning, evaluating, and problem solving. In many ways, secondary education serves as the foundation for preparing students to navigate the academic challenges of higher education as well as the complex realities of modern society<sup>2</sup>. Critical thinking is not merely an academic skill but also a life skill, equipping students to analyze information critically, detect bias, evaluate evidence, and make informed decisions. In an era characterized by the rapid flow of information and global interconnectedness, the cultivation of critical thinking has become indispensable.

Within the context of English as a Foreign Language (EFL) learning, critical thinking holds a particularly important role. Secondary school students who are learning English must not only acquire linguistic competence but also develop the

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<sup>2</sup> Du, X., & Zhang, L. (2022). Investigating EFL learners' perceptions of critical thinking learning affordances: Voices from Chinese university English majors. *Sage Open*, 12(2), 21582440221094584.

ability to use the language as a medium of reasoning and reflection. This dual responsibility—mastering the language while simultaneously applying it to critical analysis—requires deliberate instructional strategies. Unlike primary education, where the focus is often on building basic skills, secondary education demands that students demonstrate more advanced forms of reasoning, including the capacity to interpret complex texts, engage in argumentation, and reflect on diverse perspectives<sup>3</sup>. Moreover, the emphasis on critical thinking at this level is closely connected to broader educational goals. Many national curricula and international educational frameworks highlight the need to cultivate independent learners who are not only academically competent but also socially responsible and globally aware.

Critical thinking, therefore, becomes a bridge that connects academic learning with real-world application. By fostering analytical skills, educators prepare students to confront contemporary challenges such as misinformation, cultural diversity, and ethical dilemmas. For EFL students in particular, the development of critical thinking through reading and language learning ensures that they can access knowledge across disciplines while engaging meaningfully with global discourses<sup>4</sup>.

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<sup>3</sup> Piedade, et al. (2023). The role of emotions in critical thinking about european politics: confronting anti-immigration rhetoric in the classroom.

<sup>4</sup> Zhang, X. (2018). Developing college EFL writers' critical thinking skills through online resources: A case study. *Sage Open*, 8(4), 2158244018820386.

In the field of English as a Foreign Language (EFL) education, critical reading occupies a vital position as it directly supports the development of students' analytical and interpretive abilities. Unlike basic reading, which focuses primarily on decoding words and understanding literal meanings, critical reading requires learners to evaluate, analyze, and reflect on the deeper significance of a text. It is an advanced skill that demands active engagement with reading materials rather than passive reception of information. For secondary school students, developing critical reading skills is particularly important because it aligns with their growing cognitive maturity and the increasing complexity of the texts they encounter in academic settings.

Critical reading plays a crucial role in helping students connect language learning with intellectual growth. For EFL learners, this means not only understanding vocabulary and grammar but also analyzing arguments, identifying assumptions, and recognizing underlying values within texts. In this way, critical reading extends the role of language from a tool of communication to an instrument of thought<sup>5</sup>. When students are encouraged to engage critically with reading materials, they develop habits of questioning, reflecting, and interpreting, which support both their linguistic competence and their overall intellectual development

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<sup>5</sup> Akın, F., Koray, Ö., & Tavukçu, K. (2015). How effective is critical reading in the understanding of scientific texts?. *Procedia-social and behavioral sciences*, 174, 2444-2451.

The relevance of critical reading also extends beyond literary or narrative texts. It is equally essential for understanding scientific articles, expository materials, and argumentative essays, all of which are integral to academic success. In the context of globalization, where students are constantly exposed to information from diverse sources, critical reading equips them with the ability to discern credible information from unreliable ones. This makes it an indispensable skill not only for academic achievement but also for lifelong learning<sup>6</sup>. Furthermore, the incorporation of critical reading into EFL classrooms has been shown to increase student motivation and engagement. When learners are encouraged to connect texts to broader contexts—such as cultural issues, global challenges, or personal experiences—they become more invested in the reading process. This contextual engagement fosters deeper comprehension and encourages students to view reading as an interactive process that extends beyond the classroom. As such, critical reading in the EFL context represents a crucial dimension of language education, serving both immediate academic purposes and long-term intellectual growth<sup>7</sup>. One of the most widely recognized strategies for enhancing reading comprehension and critical engagement with texts is the Question-Answer Relationship (QAR) strategy. Developed as a structured framework for teaching reading, QAR guides students to categorize questions into specific types, such as those whose answers are found directly in the text, those

<sup>6</sup> Larking, M. (2017). Critical reading strategies in the advanced English classroom. *APU journal of language research*, 2, 50.

<sup>7</sup> Arya, D. J., Sultana, S., Levine, S., Katz, D., Galinsky, J., & Karimi, H. (2022). Raising critical readers in the 21st century: A case of assessing fourth-grade reading abilities and practices. *Literacy Research: Theory, Method, and Practice*, 71(1), 418-436.

that require synthesis of information across passages, those that involve making connections between the text and personal knowledge, and those that rely heavily on inference. This categorization enables learners to understand not only the content of a text but also the cognitive processes needed to respond to different kinds of questions. By learning to distinguish between question types, students become more strategic in approaching reading tasks, which in turn strengthens both comprehension and critical thinking.

In the context of English as a Foreign Language (EFL) instruction, QAR offers particular advantages. Many EFL students struggle not because they cannot decode words but because they are uncertain about how to engage with the text at a deeper level. QAR provides a practical solution by teaching students how to approach texts systematically, encouraging them to ask questions that go beyond surface-level comprehension. For example, rather than simply identifying a character's name or the setting of a story, students are guided to consider why a character behaves in a particular way or how the author's choices affect the meaning of the narrative<sup>8</sup>. Such structured questioning transforms reading from a passive exercise into an active and reflective process.

Moreover, QAR also helps bridge the gap between teacher-centered and student-centered learning. By introducing question categories, teachers provide students with tools that allow them to become more independent readers. Students

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<sup>8</sup> Damanik, A. S., & Herman, H. (2021). IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION ANSWER RELATIONSHIP STRATEGY (QARS). *Inovish Journal*, 6(1), 84-101.

are empowered to generate their own questions, make predictions, and test their understanding through dialogue with the text. This promotes higher levels of engagement and supports collaborative classroom environments where learners can share their interpretations and insights. As a result, QAR not only enhances reading comprehension but also cultivates a culture of inquiry and dialogue, which is essential for developing critical literacy skills<sup>9</sup>. Narrative texts have long been a central component of secondary school curricula, particularly in the teaching of English as a Foreign Language (EFL). These texts, which include short stories, novels, fables, and folk tales, are not only engaging for students but also pedagogically valuable because they offer opportunities for the development of both linguistic and cognitive skills<sup>10</sup>. Narrative reading requires students to follow plots, understand characters, interpret settings, and recognize themes—all of which involve higher-order thinking processes. For this reason, narratives are often viewed as an effective medium for fostering critical reading skills in secondary education.

The significance of narratives lies in their capacity to encourage students to move beyond literal comprehension. While students may begin by understanding what happens in a story, critical reading pushes them to question why events unfold in certain ways, what motivates characters, and what messages or values

<sup>9</sup> Thuy, N. T. B., & Huan, N. B. (2018). THE EFFECTS OF QUESTION-ANSWER RELATIONSHIP STRATEGY ON EFL HIGH SCHOOL STUDENTS' READING COMPREHENSION. *European Journal of English Language Teaching*.

<sup>10</sup> Anggun, D. (2018). The effect of question answer relationship strategy on students' reading comprehension of narrative text at VIII grade of SMP Muhammadiyah 4 Giri. *Journal of English Teaching, Literature, and Applied Linguistics*, 1(1), 1-9.

are implied in the text<sup>11</sup>. This process stimulates analytical and reflective thinking, which aligns closely with the goals of critical literacy. Moreover, because narrative texts often reflect social, cultural, or moral dimensions, they provide a meaningful context for students to connect classroom learning with real-world issues. For example, analyzing themes such as justice, identity, or migration in a narrative helps students critically reflect on contemporary challenges beyond the text itself<sup>12</sup>. Narratives also play a crucial motivational role. Secondary school students are often more engaged when reading stories than when working with expository texts, as narratives resonate with their personal experiences and emotional development. This engagement provides an ideal entry point for introducing strategies like the Question-Answer Relationship (QAR). By applying QAR to narratives, students are guided to generate questions that uncover multiple layers of meaning within a text. In doing so, they learn to balance enjoyment of the story with critical analysis, thereby enhancing both their comprehension and their critical literacy<sup>13</sup>. Thus, narrative texts not only support language acquisition but also serve as a powerful vehicle for developing essential critical reading skills that will benefit students across academic and real-life contexts

The integration of the Question-Answer Relationship (QAR) strategy into the teaching of narrative texts has proven to be a powerful approach for

<sup>11</sup> Fadhillah, A. M. (2017). Embedding critical thinking through critical reading: Teaching narrative text in junior high school. *Journal of English and Education*, 5(2), 92-102.

<sup>12</sup> Suswika, W., Herlina, R., & Faridah, D. (2020). Question Answer Relationship (QAR) Strategy in Critical Reading on Narrative Text. *Journal of Applied Linguistics and Literacy*, 4(1), 95-102.

<sup>13</sup> Rachuri, R. (2024). READING BOOKS: AN EFFECTIVE TOOL FOR ENHANCING CRITICAL THINKING SKILLS AMONG ENGLISH LANGUAGE LEARNERS. *UGC-CARE Listed Journal*, Vol. 5 No. 6.

developing students' critical reading skills. Narratives, by their very nature, present layered meanings that go beyond the surface storyline. Students must consider elements such as character motivations, authorial intent, moral implications, and cultural contexts in order to fully understand a text. QAR provides a systematic framework that supports this deeper engagement by encouraging students to identify different kinds of questions and the corresponding strategies for answering them. For example, "Right There" questions may help students locate direct information in the story, while "Author and You" or "On My Own" questions push them to interpret the author's message or connect the narrative to their own experiences.

By using QAR, students learn to move progressively from basic comprehension toward higher-order thinking. In the context of narrative texts, this means not only recognizing what happens in the story but also analyzing why events unfold as they do, what perspectives are emphasized or marginalized, and how the story resonates with broader cultural or ethical issues. This gradual scaffolding is essential for secondary school learners, who are still developing their capacity for abstract and critical thought. QAR thus acts as a bridge between literal comprehension and critical literacy, ensuring that students do not remain at a superficial level of engagement with texts<sup>14</sup>. Another strength of applying QAR to narrative learning is its ability to foster collaborative inquiry. When students

<sup>14</sup> Auliatisny, A. Z. I. Z., & Yasin, C. C. (2017, May). The experimental research of using Question-Answer Relationship (QAR) Strategy in teaching reading comprehension for Indonesian students in junior high school. In *Fifth International Seminar on English Language and Teaching (ISELT 2017)* (pp. 44-47). Atlantis Press.

generate and discuss different types of questions about a story, they encounter diverse interpretations that expand their understanding of the text. This interaction deepens comprehension and builds an environment of shared critical reflection. Moreover, narratives are uniquely positioned to spark emotional engagement, which, when combined with structured questioning, enhances memory retention and intellectual curiosity<sup>15</sup>. In this way, QAR transforms the reading of narratives from a passive activity into an interactive process of inquiry and discovery. Students become active participants in constructing meaning, which not only strengthens their comprehension but also cultivates their critical literacy. Ultimately, QAR provides a structured yet flexible method for ensuring that narrative texts are used to their fullest potential as tools for developing critical thinking and interpretive skills in EFL classrooms<sup>16</sup>. While the Question-Answer Relationship (QAR) strategy offers significant pedagogical benefits, its implementation in classroom settings is not without challenges. One of the primary obstacles is teachers' familiarity with the approach. Many educators are accustomed to traditional comprehension questioning techniques, which often emphasize literal recall rather than higher-order thinking. Transitioning to QAR requires professional development, planning, and a shift in mindset to appreciate the value of student-generated questioning and critical engagement with texts. Without adequate training and support, teachers may implement the strategy

<sup>15</sup> Rosalyn G. Mirasol (2024). Exploring junior high school students' critical reading strategies and reading performance. *Cogent Education*, 11(1), 2416814. DOI: 10.1080/2331186X.2024.2416814.

<sup>16</sup> Azmi, M. U., & Achadiyah, R. (2025). Narrative text to enhance students' critical thinking through collaborative strategic reading. *Journal of Language Instruction and Applied Linguistics*, 1(01), 51-62.

superficially, reducing its potential impact on students' critical reading development<sup>17</sup>.

Another challenge arises from students' varying levels of readiness. Secondary school learners, particularly those in EFL contexts, often struggle with abstract reasoning and language proficiency. For some students, differentiating between the types of QAR questions—such as “Author and You” or “On My Own”—can be confusing, especially if their vocabulary or background knowledge is limited. This may lead to frustration, disengagement, or reliance on teachers to provide answers rather than fostering independent inquiry. Therefore, scaffolding and gradual introduction of QAR categories are essential to ensure that students build confidence and clarity in applying the strategy<sup>18</sup>. Classroom management is another critical factor. Since QAR encourages collaborative learning, teachers must balance group discussions while ensuring that all students actively participate. In practice, dominant voices may overshadow quieter students, and discussions can easily drift off-topic if not carefully guided. Moreover, the time required for deep questioning and exploration may pose challenges in curricula that are already overloaded with content, leaving teachers to negotiate between

<sup>17</sup> Asalifew Mekuria, Elias Woemego Bushisho & Hailu Wubshet (2024). The effects of reading strategy training on students' reading strategy use and critical reading ability in EFL reading classes. *Cogent Education*, 11(1), 2310444. DOI: 10.1080/2331186X.2024.2310444.

<sup>18</sup> Anggraini, D. (2021). Question-Answer Relationship (Qar) As A Strategy Training To Improve Student's Reading Comprehension Of Narrative Text. *Retain (Research on English Language Teaching in Indonesia) (e-Journal)*, 09(02), 161-169. ISSN 2356-2617.

depth and coverage<sup>19</sup>. Finally, cultural factors can influence the reception of QAR. In some educational settings, students are accustomed to teacher-centered instruction and may be hesitant to question texts or share personal interpretations. Encouraging autonomy and critical engagement requires building a classroom culture of trust, respect, and open dialogue, which takes time and consistent effort<sup>20</sup>.

Despite these challenges, they should not be viewed as insurmountable barriers but rather as opportunities for growth. With proper training, scaffolding, and classroom management strategies, teachers can overcome these difficulties and unlock the full potential of QAR as a tool for cultivating critical readers

The Question-Answer Relationship (QAR) strategy offers multiple benefits that directly contribute to the development of students' critical reading skills, particularly in secondary school and EFL contexts. One of the most significant advantages is that QAR provides a clear framework for distinguishing different levels of comprehension. By categorizing questions into "Right There," "Think and Search," "Author and You," and "On My Own," students learn to recognize that not all answers are found directly in the text. This awareness encourages them

<sup>19</sup> Sulaiman, N. A., Shaid, N. A. N., & Chia, C. P. (2023). The Effects of Using QAR Strategy on ESL Young Learners' Reading Comprehension of Narrative Text. *International Society for Technology, Education, and Science*.

<sup>20</sup> Green, S. (2019). The Effects of Question-Answer Relationship (QAR) Instruction on Standardized Reading Comprehension Test Scores of Third Grade Students (*Ph.D. Thesis*). *ProQuest Dissertations and Theses*, (UMI No. 13860268).

to move beyond literal understanding toward deeper levels of interpretation, evaluation, and reflection, which are the hallmarks of critical reading<sup>21</sup>.

Another important benefit of QAR is its ability to scaffold students' critical thinking gradually. Learners who are initially comfortable with surface-level questions can begin with factual categories, such as "Right There." Over time, as they gain confidence, they are guided to tackle more complex categories like "Author and You" or "On My Own," which require inferential reasoning, synthesis of ideas, and connection to personal or contextual knowledge. This scaffolding ensures that students of varying proficiency levels can engage with the same text meaningfully, thereby promoting inclusive classroom practices<sup>22</sup>.

QAR also fosters active engagement with texts. Instead of passively receiving information, students are prompted to interrogate the text, compare ideas, and discuss interpretations with peers. This interactive process enhances not only comprehension but also collaborative learning, as learners negotiate meaning and develop diverse perspectives. In EFL classrooms, such interaction is particularly beneficial, as it provides authentic opportunities for practicing language skills while simultaneously sharpening critical reading<sup>23</sup>.

<sup>21</sup> Nurhayati, N., Muslem, A., & Manan, A. (2019). QAR strategy for effective teaching of reading comprehension. *English Education Journal*, 10(1), 95-111.

<sup>22</sup> Wiranegara, D. A., Purbasari, P., & Hairi, S. (2024). Implementing question-answer relationship (QAR) strategy in teaching reading on practical English course. *Journal of English for Academic and Specific Purposes (JEASP)*, 7(1).

<sup>23</sup> Fatimah, N. H., Usman, U., & Sukemi, S. (2024). Effectiveness of the Reading, Answering, Discussing, Explaining, and Creating (RADEC) Learning Model in Improving High School Students' Critical Thinking Skills on Colloid Material. *Jambura Journal of Educational Chemistry*, 6(2), 86-93.

Furthermore, applying QAR across different genres of texts helps students transfer critical reading strategies to broader contexts, including digital literacy and academic study. The practice of questioning and categorizing responses becomes a habit of mind that equips learners to navigate complex information landscapes, identify bias, and evaluate credibility. This long-term impact is essential in preparing students for higher education and lifelong learning.

In summary, the QAR strategy does not merely enhance reading comprehension but also systematically builds students' critical awareness, independent thinking, and collaborative skills. These benefits demonstrate why QAR should be considered an indispensable approach in fostering critical literacy among secondary school students.

In addition, while some research highlights the benefits of QAR in higher education or adult learning contexts, relatively few studies have explored its systematic application in secondary school EFL classrooms, where students are at a formative stage of cognitive and linguistic development. The limited focus on EFL learners in this age group represents a missed opportunity to examine how QAR can be adapted to address both language acquisition challenges and the cultivation of critical thinking through reading. Another notable gap lies in the use of QAR with narrative texts. Much of the literature tends to emphasize expository or informational texts, leaving narrative reading underexplored despite its central role in secondary school curricula. Narrative texts present unique opportunities for critical engagement, as they involve interpretation of characters, motives,

perspectives, and themes. However, there is insufficient research on how QAR can be specifically applied to strengthen students' critical reading of narratives, which demand higher levels of inference and critical reflection.

Moreover, although recent studies acknowledge the challenges in implementing QAR—such as teacher preparedness, resource limitations, and time constraints—there is still a lack of comprehensive exploration of how these barriers can be effectively addressed in real classroom settings. This gap indicates a need for more practical, context-sensitive research that bridges theory and practice<sup>24</sup>.

Therefore, this study seeks to address these gaps by focusing on the integration of QAR into narrative text instruction in secondary EFL classrooms. By doing so, it aims to provide empirical evidence of how QAR not only improves comprehension but also systematically enhances students' critical reading skills, thereby contributing to both theory and pedagogy in language education.

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### B. Research Focus

Based on the research context, the research focus of this research is:

How does the implementation of the Question-Answer Relationship (QAR) strategy enhance secondary school students' critical reading skills when analyzing narrative texts?

<sup>24</sup> Fatimah, N. H., Usman, U., & Sukemi, S. (2024). *Effectiveness of the Reading, Answering, Discussing, Explaining, and Creating (RADEC) Learning Model in Improving High School Students' Critical Thinking Skills on Colloid Material*. Jambura Journal of Educational Chemistry, 6(2), 86-93.

### C. Research Objective

Based on the research focus, the objective of this study is:

to explore secondary school students' critical reading skills in analyzing narrative texts through the implementation of the Question-Answer Relationship (QAR) strategy.

### D. Research Gap

Based on the review of existing literature and the contextual analysis presented above, several significant research gaps were identified, which justify the need for the present study:

#### 1. Population Gap

Most previous studies on the Question-Answer Relationship (QAR) strategy have been conducted in higher education or adult learning contexts. Very few studies focus on secondary school EFL learners, particularly at the senior high school level, who are at a formative stage of cognitive and linguistic development. This gap highlights the need to investigate how QAR functions among adolescent learners with intermediate English proficiency.

#### 2. Empirical Gap

Although QAR is widely recognized as an effective reading strategy, empirical evidence showing its impact on *critical reading skills*—not merely reading comprehension—is still limited, especially in real classroom settings

in Indonesia. Existing studies often emphasize comprehension outcomes but rarely provide detailed classroom-based findings supported by observation, interviews, and student work.

### 3. Theoretical Gap

Much of the literature focuses on the use of QAR with expository or informational texts, while the theoretical discussion on how QAR supports critical reading of narrative texts remains underdeveloped. Narrative texts require inferential, interpretive, and reflective thinking; however, theoretical models explaining how QAR facilitates these processes in EFL contexts are still scarce.

### 4. Methodological Gap

Many previous studies rely heavily on quantitative designs, such as experiments or test-based evaluations, which fail to capture the complex cognitive and interactive processes involved when students apply QAR. There is a lack of qualitative, classroom-based studies that explore how students actually engage with QAR, how their reasoning develops, and what challenges emerge during implementation.

## E. Significant of Research

### 1. Theoretically

This research expected to contribute toward the body of knowledge in language education, especially in critical reading development among

secondary school students, by providing a deeper understanding of the effective application of the Question-Answer Relationship (QAR) strategy to enhance students' analytical and interpretive skills in narrative texts, integrating QAR with critical reading theories to strengthen the theoretical foundation for structured reading strategies in English as a Foreign Language (EFL) contexts, and expanding previous research by exploring the interaction between QAR and narrative comprehension to provide new insights into the cognitive processes involved in critical reading.

## **2. Practically**

The result of this study is expect to provide valuable insights for educators, curriculum developers, and policymakers in improving reading instruction strategies in secondary schools, as for teachers, it hopes that they can benefit from the findings by implementing structured QAR-based lesson plans that enhance students' engagement and comprehension of narrative texts, and for instructional development, it hopes that this study provides practical recommendations on integrating QAR with other instructional models, such as Reading, Answering, Discussing, Explaining, and Creating (RADEC), to optimize students' critical literacy skills, while for addressing challenges, it hopes that by identifying common issues in applying QAR, such as time constraints and instructional limitations, this research equips educators with strategies to adapt and refine their teaching methods effectively.

## **3. Empirically**

The result of this study is expected to serve as a reference for other researchers who are interested in conducting similar research on reading comprehension strategies by providing data-driven evidence on the effectiveness of QAR in fostering critical reading skills among secondary school students, therefore, the researcher hopes that this study can find out and evaluate students' progress in narrative reading comprehension before and after implementing the QAR strategy, and the empirical findings can serve as a basis for future research on reading pedagogy, particularly in examining the long-term impact of QAR in different educational settings, moreover, by exploring the synergy between QAR and RADEC, it is hoped that this study can offer empirical validation for integrating multiple reading strategies to enhance students' analytical abilities and overall literacy development.

## **F. Definition of key terms**

### **1. Critical Reading**

Critical reading is an analysis, evaluation, and interpretation of a text beyond the level of its literal or surface meaning so as to appreciate the intention of the writer, test the validity of arguments, and highlight implicit ideas or perspectives. It requires questioning a text, making inferences, and connecting ideas logically to permit readers to be thoroughly involved with the material for informed judgments. In this study, critical reading refers to the

ability of students to critically analyze narrative texts by identifying elements such as themes, character development, and underlying messages.

## 2. Narrative texts

Narrative texts are a genre of writing characterized by structured elements such as plot, characters, setting, and theme, through which a story is narrated. In this study, the type of narrative text used is fable, which typically involves animal characters that display human-like traits and convey moral lessons through their actions. Fables are not only entertaining but also serve as an effective medium for developing students' critical reading skills, as they require readers to infer both explicit meanings and deeper moral or social messages embedded in the story.

## 3. Question Answer Relationship (QAR)

Question Answer Relationship (QAR) is a teaching strategy adopted to help students categorize and answer different types of questions based on the source of information whether the answers come directly from the text or from their own knowledge. The QAR framework used in this study is adopted from Raphael and Au (2005),<sup>25</sup> and consists of four main categories:

### a. Right There

These questions have answers stated explicitly in the text, usually in a single word, phrase, or sentence.

<sup>25</sup> Raphael, T. E., & Au, K. (2005). *QAR: Enhancing comprehension and test taking across grades and content areas*. The Reading Teacher, 59(3), 206–221.

Example: “What item broke during the hike?”

b. Think and Search

These questions require readers to gather information from several parts of the text, as the answer is not located in one single sentence.

Example: “What evidence shows that the letter was written a long time ago?”

c. Author and Me

These questions require students to combine textual clues with their own interpretation and background knowledge.

Example: “What lesson did Mira learn from this experience?”

d. On My Own

These questions do not require information from the text; instead, students base their answers on personal experiences, opinions, or prior knowledge.

Example: “In your opinion, should Mira have trusted the man? Why or why not?”

In this research, the QAR strategy is adopted to enhance students' critical reading skills, enabling them to analyze and interact with narrative texts more effectively, especially through structured questioning techniques that guide deeper comprehension and reflection.

## CHAPTER II

### LITERATURE RAVIEW

This chapter provides two important points, namely previous studies and theoretical framework. The discussion on previous studies provides insight about several previous studies relate to the present study. Meanwhile, the theoretical framework incorporates multiple theories to support the present study. The following sections provide a more detailed explanation of the mentioned points.

#### A. Previous Studies

The first previous study used in this research is, Nurhayati et al. (2019) conducted a study titled "*QAR Strategy for Effective Teaching of Reading Comprehension*", published in the *English Education Journal (EEJ)* Vol. 10, No. 1, which aimed to examine the effectiveness of the Question-Answer Relationship (QAR) strategy in teaching reading comprehension. This research demonstrates that the QAR strategy significantly improves students' ability to distinguish between different types of questions and deepens their critical understanding of texts. Through a qualitative approach, the study found that QAR enhances students' critical and analytical thinking skills, particularly in understanding narrative texts. Moreover, the QAR strategy enables students to approach texts more strategically, encouraging reflective reading habits and comprehension accuracy. While many prior studies have concentrated on primary-level learners, this research makes a valuable contribution by focusing

on secondary school students, thus offering a more targeted and innovative perspective on critical reading instruction.

Second, the journal article was written by Afriani et al. (2020) entitled "*The Effect of Question Answer Relationship (QAR) Strategy in Enhancing Students' Reading Comprehension*". This study was conducted to investigate the effect of the Question Answer Relationship (QAR) strategy on students' reading comprehension, particularly in learning English. The researchers found that the use of the QAR strategy had a significant and effective impact on improving students' reading skills. Participants in this study were secondary school students who were divided into two groups. Additionally, this study employed a quasi-experimental method with a pretest-posttest design involving an experimental group and a control group. The study's findings show that the QAR strategy successfully enhanced students' comprehension of narrative texts. Therefore, the QAR strategy can be considered an effective alternative to improve students' reading comprehension in English.

Third, the journal article written by Arisman et al. (2021) entitled "*Reading Comprehension Improvement through Question Answer Relationship (QAR) Method*" aimed to examine the effectiveness of the QAR strategy in enhancing students' reading comprehension by utilizing the connection between the text and students' prior knowledge. This study involved secondary school students as participants and employed the QAR strategy as an instructional method. Data were analyzed to evaluate students' ability to connect information

in the text with what they already knew. The results indicated that students showed a deeper understanding of text-related questions and demonstrated improved critical reading skills. These findings suggest that the QAR strategy is effective in fostering students' analytical thinking and provides a more conducive learning environment for developing critical reading abilities.

Fourth, Moloud et al. (2022) wrote a journal article titled "*Characterization and Development of Critically-Thinking EFL Readers' Reading Ability: AWC vs. QAR Approaches*", which uses a comparative research design to explain the effectiveness of Argument Writing Conferences (AWC) and Question-Answer Relationship (QAR) strategies in developing EFL students' critical reading skills. Data were analyzed to examine how each approach contributes to students' reading comprehension and engagement with texts. The study focused in particular on the implementation of the QAR strategy, which was shown to significantly improve students' critical reading abilities. The findings indicate that structured comprehension through question-answer techniques helps students to interact more deeply with texts, especially in narrative reading contexts. Although both AWC and QAR were analyzed, the study emphasizes the success of the QAR approach and highlights its relevance to critical reading instruction. This research contributes valuable insights into the role of instructional strategies in enhancing textual engagement and supports the use of QAR in secondary education.

The last one, a research article conducted by Rahmadayani, et al. (2024) entitled “Question-Answer Relationship Strategy to Improve Students' Reading Comprehension Through Narrative Text” reported that the implementation of the QAR strategy had a significant impact on students' reading comprehension, particularly in narrative texts. Students became more capable of connecting questions with the relevant information found in the text, which in turn strengthened their critical and analytical reading abilities. This study employed a descriptive qualitative method supported by document analysis, observations, and interviews with teachers involved in the learning process. The findings revealed that the QAR strategy not only improved students' reading engagement but also enhanced the overall effectiveness of the teaching and learning process in Indonesian language and literature classes. Therefore, it is suggested that educators adopt the QAR strategy to foster students' critical reading skills in narrative texts.

**Table 2.1**  
**The Similarities and Differences Between Previous Research and Current Research**

No	Author and Title	Similarities	Differences
1	An article journal written by Nurhayati et al, (2019) wrote an	<ul style="list-style-type: none"> <li>• Both researchers focus on using the Question-Answer Relationship (QAR)</li> </ul>	<ul style="list-style-type: none"> <li>• The study by Nurhayati et al. (2019) focused on general reading comprehension skills, whereas the recent</li> </ul>

No	Author and Title	Similarities	Differences
	<p>article QAR Strategy for Effective Teaching of Reading Comprehension, published in the English Education Journal (EEJ) Vol. 10, No. 1.</p>	<p>strategy to improve students' reading comprehension skills.</p> <ul style="list-style-type: none"> <li>Both studies emphasize the structured framework provided by the QAR strategy to help students understand the relationship between questions and text.</li> </ul>	<p>study emphasizes the enhancement of students' critical reading skills in narrative texts.</p> <ul style="list-style-type: none"> <li>Nurhayati et al. conducted a general effectiveness study of QAR, while the newer study investigates a more specific context—secondary school students' critical thinking and analysis in reading.</li> </ul>
2	<p>An article journal written by Afriani, Marlina, and Salmiah (2020) entitled "The Effect of Question Answer Relationship (QAR)</p>	<ul style="list-style-type: none"> <li>Both researchers focus on using the Question-Answer Relationship (QAR) strategy to improve students' reading skills in the</li> </ul>	<ul style="list-style-type: none"> <li>The researcher in the current study focused on improving students' critical reading skills, while Afriani et al. (2020) focused on general reading comprehension.</li> <li>The current study aims to</li> </ul>

No	Author and Title	Similarities	Differences
	<i>Strategy in Enhancing Students' Reading Comprehension".</i>	<p>classroom.</p> <ul style="list-style-type: none"> <li>Both studies are being conducted at the secondary level and are targeting students' reading development through strategic reading instruction.</li> </ul>	<p>analyze students' ability to evaluate and interpret complex narrative texts, while Afriani et al. (2020) focus on measuring general reading comprehension without an emphasis on critical thinking.</p>
3	<p>An article journal written by Arisman, Nurwени, and Wahyudin (2021) entitled "Reading Comprehension Improvement through Question and Answer Relationship (QAR) Method" published</p>	<ul style="list-style-type: none"> <li>Both researchers focus on using the Question-Answer Relationship (QAR) strategy to improve students' reading comprehension.</li> <li>Both studies aim to improve students' comprehension skills through systematic</li> </ul>	<ul style="list-style-type: none"> <li>The researcher of Enhancing secondary school students' critical reading skills of narrative through question-answer relationship strategy emphasizes the development of critical reading skills in narrative texts, while Arisman et al. focus on general reading comprehension.</li> </ul>

No	Author and Title	Similarities	Differences
	in <i>English Language in Focus (ELIF)</i> , 3(2), 109–118.	implementation of QAR methods in the classroom	<ul style="list-style-type: none"> <li>The current study adapts elements of QAR to promote analytical and reflective thinking, whereas Arisman et al. use QAR primarily to improve basic comprehension of reading texts.</li> </ul>
4	An article journal written by Mohammadi, Abbasian, and Siyyari (2022) entitled <i>"Characterization and Development of Critically-Thinker EFL Readers' Reading Ability: AWC vs. QAR</i>	<ul style="list-style-type: none"> <li>Both researchers focused on improving students' critical reading skills through the implementation of the Question-Answer Relationship (QAR) strategy.</li> <li>Both studies emphasized the importance of developing critical</li> </ul>	<ul style="list-style-type: none"> <li>The researcher of "Enhancing secondary school students' critical reading skills of narrative through Question-answer relationship strategy" specifically targeted narrative texts, whereas Moloud et al. (2022) examined general reading skills without focusing on a specific text genre.</li> <li>The researcher conducted the</li> </ul>

No	Author and Title	Similarities	Differences
	<i>Approaches."</i>	thinking skills in reading activities in the context of learning English as a foreign language (EFL).	study at the secondary school level, while Moloud et al. (2022) did not strictly limit their participants to secondary school students.
5	An article journal written by Rahmadayani, Sari, and Siregar (2024) entitled ' <i>Question-Answer Relationship Strategy to Improve Students' Reading Comprehension Through Narrative Text</i> ' was published in <i>DIDAKTIS: Jurnal Pendidikan Bahasa dan Sastra</i>	<ul style="list-style-type: none"> <li>Both researchers focus on using the Question-Answer Relationship (QAR) strategy to improve students' comprehension of narrative text.</li> <li>Both studies aim to improve secondary students' reading comprehension through the use of the QAR strategy.</li> </ul>	<ul style="list-style-type: none"> <li>The researcher specifically focused on improving students' critical reading skills, while Rahmadayani et al. (2024) emphasized on improving general reading comprehension.</li> <li>The researcher conducted a deeper analysis of how the QAR strategy can develop critical thinking in reading, while Rahmadayani et al. (2024) focused on basic comprehension of narrative texts.</li> </ul>

No	Author and Title	Similarities	Differences
	<i>Indonesia</i> , 2(2), pages 59–64.		

From table 2.1, it can be concluded that the Question-Answer Relationship (QAR) strategy has proven effective in improving students' critical reading skills, particularly in understanding narrative texts at the secondary school level. Although many studies have highlighted the overall benefits of QAR in enhancing reading comprehension, only a few have specifically focused on its role in developing students' analytical thinking and deeper text engagement. Most of the research emphasizes comprehension accuracy and question categorization, but has not thoroughly explored how QAR fosters students' reflective and critical interaction with texts. Based on this, the researcher aims to show how the implementation of the QAR strategy can be used to enhance secondary school students' critical reading abilities in narrative text comprehension within the context of English as a foreign language (EFL) learning.

## B. Theoretical Framework

### 1. Teaching of English

The teaching of English, particularly in contexts where it functions as a foreign language, is not only concerned with linguistic accuracy but also with communicative competence. English instruction aims to equip learners with the ability to use the language effectively for various purposes, including academic, social, and cultural engagement. In secondary schools, the teaching of English becomes increasingly complex, as students are expected to move beyond the mastery of basic vocabulary and grammar toward higher levels of fluency, critical use of language, and application in multiple subject areas. Effective English teaching therefore combines knowledge of linguistic systems with pedagogical strategies that encourage active learning, interaction, and meaningful communication.

### 2. Teaching of Reading

Within the teaching of English, reading is widely recognized as one of the most essential skills. Reading instruction serves not only as a means of language acquisition but also as a gateway to critical thinking, academic success, and lifelong learning. In the EFL context, reading is often emphasized because it allows learners to access vast bodies of knowledge, encounter authentic language use, and develop strategies for comprehension and interpretation. Teaching reading involves guiding students to recognize different text types, understand literal meanings, and gradually progress to

more advanced levels of analysis, such as inference-making and evaluation.

At the secondary school level, the teaching of reading must therefore balance basic comprehension skills with the development of higher-order thinking that prepares students to engage with increasingly complex texts.

### 3. Critical Reading Skills

#### a. Definition of Critical Reading skill.

Critical reading is widely recognized as an advanced stage of reading comprehension that goes beyond merely decoding words or grasping explicit information. It involves a deeper process of analyzing, interpreting, and evaluating the ideas presented in a text in order to form reasoned judgments about its meaning and implications. In other words, critical reading is not a passive act of absorbing information but an active intellectual engagement with the text, where the reader questions assumptions, examines evidence, and assesses the credibility of the author's arguments<sup>26</sup>. According to contemporary scholars, critical reading is best described as the ability to "read between the lines," which entails uncovering the underlying purposes, biases, and implications that may not be directly stated in the text,<sup>27</sup> recognizing propaganda, and drawing evidence-based conclusions. These skills not only prepare

<sup>26</sup> Ririn Pusparini, S Pd, and M Pd, "The Implementation of Question-Answer Relationship ( Qar ) Strategy in Teaching Reading of Narrative Text for Tenth Grader of Man Mojokerto the Implementation of Question-Answer Relationship ( Qar ) Strategy in Teaching Reading of Narrative Text for Tenth," *Journal English Education* 1, no. 1 (2013): 1–6.

<sup>27</sup> Ade Sahbana Damanik and Herman Herman, "Improving Students' Reading Comprehension Through Question Answer Relationship Strategy (Qars)," *Inovish Journal* 6, no. 1 (2021): 84.

students for academic success but also equip them with tools for active and responsible citizenship. This includes identifying whether the author's claims are supported by valid reasoning, relevant data, and credible sources. Critical reading thus requires both cognitive skills (such as logical analysis and inferencing) and dispositional qualities (such as open-mindedness and intellectual curiosity).

Moreover, critical reading in the context of English as a Foreign Language (EFL) is particularly important because it helps learners move beyond literal understanding to higher levels of comprehension, where they can evaluate the author's stance, relate the content to their own knowledge, and form independent interpretations. In the digital era, where students are constantly exposed to large volumes of information, the ability to critically read and assess texts has become a vital literacy skill necessary for academic success and informed citizenship.

In English as a Foreign Language (EFL) classrooms, critical reading enhances language acquisition by encouraging students to question, analyze, and reflect on what they read. This process supports vocabulary development, grammatical awareness, and textual comprehension all of which are essential in mastering a new language. Moreover, it fosters curiosity and intellectual independence, empowering students to form their own perspectives and voice them confidently.

Studies have consistently shown that students who develop strong critical reading skills tend to perform better across academic subjects. This is largely because these students are more capable of understanding complex ideas, making informed judgments, and connecting new information to prior knowledge<sup>28</sup>. Therefore, nurturing critical reading in secondary education is not only beneficial but necessary in preparing students for higher-level thinking and lifelong learning.

#### b. Characteristics of Critical Reading

Critical reading is characterized by a set of intellectual behaviors and analytical attitudes that distinguish it from ordinary or literal reading. A critical reader does not accept the content of a text at face value but instead engages with it thoughtfully, asking probing questions, making connections, and evaluating the quality of the information presented.<sup>29</sup>

One of the main characteristics of critical reading is skepticism toward the text. This does not mean rejecting every claim but maintaining a questioning attitude—seeking evidence for assertions and identifying whether the reasoning is sound. Critical readers actively search for the author's purpose, point of view, and potential biases, recognizing that texts are often shaped by cultural, social, or ideological perspectives.

<sup>28</sup> Kim, Hyesun. "The Impact of Critical Reading on Academic Achievement." *Journal of Educational Research and Practice*, vol. 13, no. 1, 2023, pp. 89–101.

<sup>29</sup> Rinaldy Alidin and Sri Hartiningsih, "Exploring Barriers and Solutions of Students' Reading Comprehension Through Question Answer Relationship Strategy in Recount Text for Fashion Major At Smk Negeri 5 Malang," *Beej* 5, no. 1 (2024): 14–20.

Another important trait is the ability to differentiate fact from opinion. Critical readers examine statements to determine whether they are verifiable facts supported by evidence or subjective interpretations influenced by personal beliefs. They also analyze implicit meanings, which involves recognizing underlying assumptions, unstated implications, or emotional appeals that the author might embed in the text.

Furthermore, critical readers are skilled in detecting bias and evaluating the credibility of sources. They understand that even well-researched texts can reflect selective framing, omission of alternative perspectives, or rhetorical strategies designed to persuade. This analytical sensitivity allows them to respond to texts with informed agreement, disagreement, or qualified acceptance rather than passive consumption<sup>30</sup>.

Finally, effective critical reading involves reflective thinking the ability to integrate textual information with prior knowledge, consider multiple perspectives, and draw reasoned conclusions. In educational settings, these characteristics are essential for developing students' academic literacy, fostering independent thought, and preparing them to engage with complex ideas in a rapidly changing world.

### c. Process of Critical Reading

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<sup>30</sup> Lokot Lokot, Wiki tedi Rahmawati, and Yunita Mutiara Harahap, "Question Answer Relationship (Qar) Strategy: An Experimental Research on Students' Reading Comprehension," *EXCELLENCE: Journal of English and English Education* 2, no. 2 (2022): 21–27.

The process of critical reading is an intentional and structured approach that enables readers to move beyond surface-level comprehension toward deeper analytical engagement with a text. Scholars generally agree that critical reading involves a cyclical process of pre-reading preparation, active engagement during reading, and reflective evaluation after reading.

The first stage, previewing, involves surveying the text before reading it in detail. This may include examining the title, headings, subheadings, visuals, and introductory or concluding sections to anticipate the content and establish a reading purpose. By activating prior knowledge and forming predictions, readers prepare themselves to interact with the text in a more focused manner.<sup>31</sup>

The second stage, annotating, requires readers to actively interact with the text by highlighting key ideas, noting unfamiliar terms, and writing margin comments. Annotation helps maintain concentration and creates a record of the reader's thinking process. Critical readers may also mark claims, evidence, and counterarguments to evaluate the text's logical structure.

The third stage, questioning, is at the heart of critical reading. Readers pose questions about the author's assumptions, evidence, and

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<sup>31</sup> Okta Bitian Indah, Wayan Satria Jaya, and Purna Wiratno, "The Use of Question Answer Relationship (QAR) for Improving Students' Reading Comprehension in Narrative Materials," *IJLHE: International Journal of Language, Humanities, and Education* 5, no. 1 (2022): 31–37.

reasoning. They may ask: What is the author's purpose? What evidence supports the claim? Are there alternative perspectives? This questioning process enables readers to assess credibility and uncover deeper meanings.

The final stage, reflecting, occurs after reading and involves integrating the text's content with the reader's own knowledge, experiences, and values. Reflection encourages readers to form independent judgments, evaluate the text's implications, and consider its relevance to broader issues.

Importantly, these stages are not strictly linear but often recursive: readers may revisit earlier steps as they uncover new insights. In educational contexts, teaching students to consciously apply these stages fosters metacognitive awareness, helping them become more deliberate and strategic in their reading practices.

#### d. Critical Reading in Education Context

In the educational context, critical reading plays a vital role in equipping students with the analytical and evaluative skills necessary for academic success and lifelong learning. At the secondary school level, it serves as a bridge between basic reading comprehension and advanced critical thinking, enabling students to engage with increasingly complex texts across different subject areas. Critical reading encourages learners not only to understand what a text says but also to assess how and why it

says it, which is essential in fostering independent learning and informed decision-making<sup>32</sup>.

In English as a Foreign Language (EFL) education, critical reading is particularly significant because it enhances both linguistic competence and cognitive development. When students are trained to analyze narrative or expository texts critically, they improve their vocabulary, grammar awareness, and discourse understanding while simultaneously developing skills such as inference-making, bias detection, and argument evaluation. Such skills are transferable, benefiting students in other academic disciplines and in real-world decision-making.

Teachers play a central role in promoting critical reading in schools. They act as facilitators who design activities that require deeper engagement with texts such as asking higher-order thinking questions, encouraging textual evidence to support opinions, and integrating multiple sources for comparison<sup>4</sup>. Moreover, the implementation of structured strategies, such as the Question-Answer Relationship (QAR), can help guide students to approach texts from multiple perspectives and comprehension levels.<sup>33</sup>

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<sup>32</sup> Rully Khoeru Solihin and Muaz Muaz, "The Use of Question Answer-Relationship (Qar) Strategy on Improving Students' Reading Comprehension At Sman 1 Jatituhuh," *Journal of English Language Learning* 6, no. 1 (2022): 115–120.

<sup>33</sup> Marlinda Hanum, Sri Wahyuni, and Maulizan ZA, "A Descriptive of Students Critical Reading Skills in Narrative Texts," *Jurnal Ilmiah Mahasiswa Pendidikan* 1, no. 1 (2020).

In today's digital learning environment, critical reading has become even more essential due to the vast amount of information both credible and misleading available online. Educators are now tasked with preparing students to discern reliable sources, evaluate online arguments, and resist misinformation. Therefore, fostering critical reading in education is not merely an academic goal but also a societal necessity in cultivating responsible and reflective citizens.

#### e. Challenges in Critical Reading

While critical reading is an essential skill for academic and personal development, many students face significant challenges in mastering it. One of the most common difficulties is limited vocabulary, which hinders their ability to fully understand complex or nuanced language in texts. Without sufficient lexical knowledge, students may struggle to identify key ideas, detect subtle meanings, or follow the logical structure of an argument.<sup>34</sup>

Another challenge lies in the lack of habitual reading practices. In many educational settings, students are more accustomed to reading for information retrieval rather than analysis. This habitual "surface reading" makes it difficult for them to engage deeply with a text's purpose, tone, and implications. In contexts where standardized testing focuses heavily

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<sup>34</sup> Ibid.

on literal comprehension, there may be less emphasis on developing evaluative and interpretive skills.<sup>35</sup>

Students may also find it difficult to differentiate between fact and opinion, especially when texts present information in persuasive or emotionally charged ways. This is compounded by the presence of bias or incomplete information in many media sources, requiring readers to develop a skeptical mindset and the ability to cross-check evidence.

In EFL classrooms, language proficiency barriers further complicate the critical reading process. Even if students possess strong analytical skills in their native language, they may find it challenging to apply these skills when reading in English due to unfamiliar sentence structures, idiomatic expressions, or cultural references.

Finally, the digital information landscape introduces a new layer of complexity. The overwhelming volume of online content, combined with the prevalence of misinformation, demands that students be both fast and accurate in assessing source credibility. Without explicit instruction in critical reading strategies, students may become passive consumers of information rather than active evaluators of meaning.<sup>36</sup>

<sup>35</sup> Wahyuni Dwi Tiya, Zulfitri, “The Effect of Using Question-Answer Relationship (QAR) Strategy on Students’ Reading Comprehension in Descriptive Text of XII Grade at SMA Negeri 2 Perbaungan,” *Education Achievement: Journal of Science and Research* 4 (2023): 29–36.

<sup>36</sup> Ajeng Meidina Fadhillah, “Embedding Critical Thinking Through Critical Reading: Teaching Narrative Text in Junior High School,” *Journal of English and Education* 5, no. 2 (2017): 92–102.

Addressing these challenges requires deliberate and sustained pedagogical efforts, including explicit vocabulary instruction, guided practice in critical questioning, and the integration of structured strategies such as the Question-Answer Relationship (QAR) to scaffold students' analytical thinking.

#### 4. Narrative Texts in Secondary School Curriculum

##### a. Definition of narrative text

A narrative text is a form of discourse that tells a story, either real or fictional, with the primary purpose of entertaining, informing, or conveying moral lessons. It typically follows a chronological sequence of events and presents characters, settings, and conflicts that develop toward a resolution. In educational contexts, particularly in secondary schools, narrative texts are widely used to help students enhance their reading comprehension, language acquisition, and critical thinking skills.<sup>37</sup>

According to the Indonesian secondary school curriculum (Kurikulum Merdeka and the previous 2013 Curriculum), narrative texts are categorized as one of the key genres in English language teaching. Students are expected to understand both the explicit and implicit meanings in these texts, as well as to identify their structural and linguistic features. These texts can take various forms, including short stories,

<sup>37</sup> Pusparini, Pd, and Pd, "The Implementation of Question-Answer Relationship ( Qar ) Strategy in Teaching Reading of Narrative Text for Tenth Grader of Man Mojokerto the Implementation of Question-Answer Relationship ( Qar ) Strategy in Teaching Reading of Narrative Text for Tenth."

folktales, myths, legends, and personal experiences, making them a versatile medium for language and literacy instruction.<sup>38</sup>

Scholars note that narrative texts serve multiple pedagogical functions. They not only foster reading engagement through relatable or imaginative content but also provide authentic contexts for vocabulary development, grammar practice, and discourse analysis. Additionally, they allow for cultural exchange, as many narratives embed values, traditions, and moral lessons from diverse backgrounds.

In the context of critical reading, narrative texts present unique opportunities for interpretation. Readers are invited to analyze not only what happens in the story but also why events occur, how characters' motivations influence outcomes, and what underlying themes or ideologies are embedded in the text.<sup>39</sup> This interpretive nature of narratives makes them particularly valuable for teaching analytical skills and encouraging students to form evidence-based judgments about a text's message and relevance.

#### b. Structure and Language Features of Narrative Text

<sup>38</sup> Nurul Puteri Utami, Regina Regina, and Eni Rosnija, "Improving Students' Reading Comprehension on Recount Text Through Question Answer Relationship Strategy (Qar)," *Journal of English Education Program* 1, no. 2 (2020): 143–154.

<sup>39</sup> Angelia Yemima Butar butar et al., "The Effect of Question Answer Relationship (Qar) Strategy on Students' Achievement in Reading Comprehension," *Esteem Journal of English Education Study Programme* 5, no. 1 (2022): 41–49.

The structure of a narrative text typically follows a conventional framework that organizes the story into three main stages: orientation, complication, and resolution.

- 1) Orientation introduces the characters, setting, and time, providing the reader with the background needed to understand the events. It situates the audience in the story's context and establishes the tone of the narrative.
- 2) Complication presents the conflict or problem that drives the plot forward. This stage often involves a series of events that increase tension, challenge the characters, and keep the reader engaged.
- 3) Resolution reveals the outcome of the conflict, whether through problem-solving, character growth, or an open-ended conclusion. In some cases, narratives may include an additional stage called re-orientation, which offers a moral lesson, reflection, or final commentary.<sup>40</sup>

From a linguistic perspective, narrative texts are characterized by specific language features. These include:

- 1) Past tense verbs, as narratives often recount events that have already happened.

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<sup>40</sup> Nur Fajriah Rahmadyani, Andi Hudriati, and Sulastri Sulastri, "Question-Answer Relationship Strategy to Improve Students' Reading Comprehension Through Narrative Text," *DIDAKTIS: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 2, no. 2 (2024): 59–64.

- 2) Action verbs, which describe physical or mental actions undertaken by characters.
- 3) Temporal connectives such as then, after that, meanwhile, and suddenly, which sequence events and guide the reader through the timeline of the story.
- 4) Descriptive language that creates vivid imagery, helping readers visualize characters, settings, and events.
- 5) Dialogue, which not only advances the plot but also reveals character traits, relationships, and emotional states.

In the context of the Indonesian secondary school curriculum, these structural and linguistic features are explicitly taught to help students recognize the organization of narratives and understand how language choices affect meaning and engagement. Mastering these elements enables learners to not only comprehend stories more deeply but also produce their own narratives effectively, thereby reinforcing both receptive and productive language skills.<sup>41</sup>

### c. Role of Narrative Text in Developing Critical Reading

Narrative texts have a significant role in fostering critical reading skills because they offer rich opportunities for students to engage in interpretation, evaluation, and reflection. Unlike purely informational

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<sup>41</sup> Utami, Regina, and Rosnija, "Improving Students' Reading Comprehension on Recount Text Through Question Answer Relationship Strategy (Qar)."

texts, narratives often present layered meanings that go beyond the surface storyline, encouraging readers to think critically about the why and how of events. Through characters, conflicts, and resolutions, narratives invite students to analyze motives, assess moral dilemmas, and evaluate the logical coherence of actions taken by characters.<sup>42</sup>

In the secondary school context, narrative texts serve as an effective medium for developing inference-making abilities. Students must often deduce implied meanings, predict possible outcomes, and recognize symbolic or thematic elements embedded within the story. For instance, when reading a folktale, learners are prompted to question whether the characters' decisions are justified, to relate these to their own experiences, and to consider the broader cultural or moral values represented. This process strengthens their ability to connect textual information with personal and societal contexts, which is a core element of critical literacy.

Narrative texts also encourage students to distinguish between explicit facts and implicit opinions or authorial perspectives. Authors may embed biases, satire, or subtle ideological positions in their storytelling, requiring readers to actively evaluate reliability and intention. This analytical engagement not only enhances comprehension but also

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<sup>42</sup> Febri Aldiansya and Marwa Mansour, "Boosting Reading Skill in Narrative Texts with Question Answer Relationship (QAR)" (n.d.): 13–27.

cultivates skepticism and reflective judgment two hallmarks of critical reading.

Furthermore, narratives create an accessible and engaging platform for introducing structured reading strategies such as the Question-Answer Relationship (QAR). By categorizing questions into levels that range from literal to inferential, QAR helps students systematically navigate narrative elements and approach them with a critical mindset. For example, “Right There” questions ensure understanding of factual details, while “Author and You” questions demand synthesis of textual evidence and personal interpretation. This scaffolded approach enables students to progressively build higher-order thinking skills through stories they find relatable and interesting.<sup>43</sup>

Given these benefits, the integration of narrative texts into the curriculum is more than a matter of literary appreciation—it is a strategic choice for cultivating analytical, evaluative, and empathetic readers capable of navigating complex information both in and beyond the classroom.

## 5. Question-Answer Relationship (QAR) Strategy

### a. Definition of QAR Strategy

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<sup>43</sup> Aysel Arslan, “Investigation of Secondary School Students’ Critical Reading Skills and Listening/Watching Usage Strategies by Structural Equation Model,” *International Journal of Progressive Education* 18, no. 3 (2022): 309–325.

The Question-Answer Relationship (QAR) strategy is an instructional framework designed to help students understand the different ways in which questions and answers are related, and to develop strategic approaches for finding those answers in a text or from their own knowledge. Originally developed by Raphael in the 1980s, the QAR framework has been adapted and expanded in recent years to meet the needs of diverse learners, particularly in English as a Foreign Language (EFL) and English as a Second Language (ESL) contexts.<sup>44</sup>

At its core, QAR categorizes questions into four distinct types, each requiring different levels of comprehension and cognitive engagement. These types guide students to identify whether the answer is explicitly stated in the text, implied and spread across multiple parts of the text, or derived from their own experiences. By explicitly teaching these categories, educators can make the process of answering questions more transparent, enabling students to approach reading tasks with greater metacognitive awareness.

In the context of critical reading, QAR serves as both a comprehension tool and a cognitive scaffold. It encourages learners to not only retrieve information but also to evaluate, synthesize, and relate it to their personal understanding and world knowledge. This makes QAR an

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<sup>44</sup> Taffy E. Raphael and Kathryn H. Au, "QAR: Enhancing Comprehension and Test Taking Across Grades and Content Areas," *The Reading Teacher* 59, no. 3 (2005): 206–221.

effective bridge between literal comprehension and higher-order thinking skills, which are essential for analyzing complex narrative texts.

Modern adaptations of QAR also emphasize its potential for collaborative learning. When used in group discussions, the strategy promotes peer interaction, shared reasoning, and collective problem-solving<sup>45</sup>. This interactive dimension aligns well with current pedagogical approaches that prioritize student-centered learning and active engagement with texts.

#### b. Types of QAR

The Question-Answer Relationship (QAR) framework consists of four distinct types of questions, each requiring different reading strategies and cognitive demands. Understanding these categories helps students become more strategic readers, able to differentiate between information that is explicitly presented in the text and information that must be inferred or generated from personal knowledge.<sup>46</sup>

##### 1) Right There

These are literal questions whose answers are found explicitly in one place within the text. Students simply need to locate the specific sentence or phrase that contains the answer. For example, in a

<sup>45</sup> Uci Tiara et al., “The Effectiveness of QAR Strategy in Improving Junior High School Learners’ Reading Comprehension: A Lesson of Deep Reading Processes,” *Journal of Language and Literature Studies* 5, no. 1 (2025): 174–184.

<sup>46</sup> Damanik and Herman, “Improving Students’ Reading Comprehension Through Question Answer Relationship Strategy (Qars).”

narrative, a “Right There” question might be “Where did the main character live?” This type of question reinforces basic comprehension and detail recognition.

## 2) Think and Search

The answers to these questions are spread across different parts of the text and require readers to synthesize multiple pieces of information. For example, a student might be asked to “Summarize how the problem in the story developed.” This encourages integration of information and recognition of cause-and-effect relationships.

## 3) Author and You

These questions require both information from the text and the reader’s prior knowledge or personal interpretation. The answer is not directly stated; instead, students combine textual clues with their own reasoning. For instance, “Why do you think the character decided to leave?” promotes analysis of motives, emotions, and implied meanings.

## 4) On Your Own

The answer to these questions does not rely on the text at all but rather on the reader’s own experiences, opinions, or background knowledge. For example, “Have you ever faced a situation like the

character's?" Such questions encourage reflection, connection-making, and the development of empathetic understanding.<sup>47</sup>

By categorizing questions in this way, QAR empowers students to navigate texts more consciously. They learn to identify the source of an answer before attempting to respond, which improves efficiency and accuracy. Furthermore, applying these question types in narrative reading allows students to engage with the text at both literal and interpretive levels, thus promoting deeper comprehension.<sup>48</sup>

### c. Purpose and Benefits of QAR

The primary purpose of the Question-Answer Relationship (QAR) strategy is to equip students with a clear framework for understanding how questions relate to text and to guide them in selecting appropriate strategies for finding answers. By categorizing questions into different types, QAR helps learners become more self-aware, strategic, and independent readers. This awareness enhances metacognitive skills, as students begin to consciously monitor their thinking processes while reading.<sup>49</sup>

<sup>47</sup> Ade Fatimah Salafia, "Enhancing Students' Critical Thinking Skills in Writing Narrative Through Peer-Feedbacking Activities," *Journal of English Education Program (JEEP)* 8, no. 2 (2021): 170.

<sup>48</sup> Franklin Untailawan, "Improving Students' Reading Comprehension and Critical Thinking Skills through the Implementation of QAR Strategy at SMA PGRI Dobo," *SOSHUM: Jurnal Sosial dan Humaniora* 10, no. 1 (2020): 93–103.

<sup>49</sup> Rahmadayani, Hudriati, and Sulastri, "Question-Answer Relationship Strategy to Improve Students' Reading Comprehension Through Narrative Text."

One of the key benefits of QAR is that it bridges the gap between surface-level comprehension and deeper critical analysis. For example, “Right There” and “Think and Search” questions build a solid foundation of textual understanding, while “Author and You” and “On Your Own” questions push students toward higher-order thinking skills such as evaluation, synthesis, and interpretation. This scaffolding ensures that learners progress from simply recalling facts to critically engaging with the text.

In the context of English as a Foreign Language (EFL) classrooms, QAR offers an effective means to address diverse language proficiency levels. Lower-level learners benefit from the structure and clarity of literal questions, while more advanced students are challenged with inferential and evaluative questions that demand analytical thinking. Moreover, QAR supports vocabulary development by encouraging learners to revisit and re-examine specific parts of the text to confirm answers.<sup>50</sup>

Another advantage of QAR is its ability to promote active classroom engagement. When applied in collaborative settings, the strategy fosters discussion, peer learning, and cooperative problem-solving. This interaction not only strengthens comprehension but also builds communication skills and confidence in expressing interpretations.

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<sup>50</sup> Desti Anggraini, “Question-Answer Relationship (QAR) as a Strategy Training to Improve Students’ Reading Comprehension of Narrative Text,” *Journal Maintenance* 09, no. 02 (2021): 161–169.

Furthermore, QAR's adaptability makes it suitable for a variety of text genres, including narrative, expository, and persuasive texts.

Ultimately, the QAR strategy benefits students by improving comprehension accuracy, nurturing critical literacy, and developing lifelong reading strategies. It transforms reading from a passive activity into an active, inquiry-driven process, preparing students for academic success and informed participation in society.<sup>51</sup>

#### d. QAR and Higher-Order Thinking

The Question-Answer Relationship (QAR) strategy is closely linked to the development of higher-order thinking skills (HOTS), which include analysis, evaluation, and creation as defined in the revised Bloom's Taxonomy. While "Right There" and "Think and Search" questions primarily engage lower-order thinking by focusing on recall and comprehension, "Author and You" and "On Your Own" questions require learners to interpret, synthesize, and critically evaluate information.

In practice, QAR encourages students to go beyond surface understanding by asking them to connect textual evidence with their own reasoning. For example, an "Author and You" question may require a student to infer a character's motivation based on subtle narrative cues, demanding both textual analysis and psychological interpretation.

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<sup>51</sup> Desti Angraini et al., "A Reading Teacher's Perspective in Constructing the Students' Critical Thinking," *SALEE: Study of Applied Linguistics and English Education* 5, no. 1 (2024): 290–305.

Similarly, “On Your Own” questions invite learners to apply themes or moral lessons from a story to real-life situations, fostering reflective thinking and value judgment.<sup>52</sup>

The use of QAR in this way aligns with constructivist learning theory, which posits that learners build new knowledge by integrating prior experiences with new information. By structuring questions across different cognitive levels, QAR scaffolds students’ progression from literal comprehension to critical reflection and creative application. This not only strengthens reading comprehension but also prepares learners for academic and professional tasks that require complex decision-making.

Furthermore, the integration of QAR into classroom practice has been shown to increase students’ metacognitive awareness, allowing them to consciously choose strategies based on the cognitive demands of a question. Over time, this awareness fosters self-regulated learning, enabling students to become more autonomous and strategic in their reading habits.<sup>53</sup>

Ultimately, QAR serves as more than just a questioning technique; it functions as a cognitive bridge that connects basic comprehension to

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<sup>52</sup> Maria Roza and Institut Agama Islam Negeri Kerinci, “The Effectiveness of Question-Answer Relationship (Qar) Strategy in Enhancing Students’ Reading Comprehension Abilities” 5, no. 3 (2022): 622–628.

<sup>53</sup> Situjuh Nazara, “The Effect of Using Short Stories on Secondary School Students’ Critical Reading 1,” no. February (2015).

higher-order intellectual engagement, equipping students with the skills necessary for critical literacy in academic and real-world contexts.

## 6. Integrating QAR Strategy in Teaching Critical Reading

### a. Bridging QAR and Critical Reading

Integrating the Question-Answer Relationship (QAR) strategy into critical reading instruction creates a structured pathway for students to move from basic comprehension toward deeper analytical engagement.

Critical reading involves questioning the text, evaluating its credibility, and interpreting implicit meanings, while QAR provides a concrete framework for categorizing and approaching different types of questions.

The synergy between these two allows learners to systematically address multiple levels of cognitive demand.

QAR serves as a cognitive scaffold in critical reading because each question category corresponds to a specific reading skill. “Right There” questions strengthen detail recognition, “Think and Search” questions foster synthesis, “Author and You” questions encourage interpretation, and “On Your Own” questions promote reflection and application. This alignment enables teachers to deliberately design questions that guide students through the stages of critical reading—from decoding literal

meaning to evaluating the author's purpose and assessing the reliability of information.<sup>54</sup>

Moreover, integrating QAR into critical reading instruction supports metacognitive development. As students learn to identify the type of question they are answering, they also become more conscious of the reasoning strategies they employ. This process enhances their ability to monitor comprehension, detect biases in the text, and apply logical reasoning when forming judgments.

From a pedagogical perspective, combining QAR with critical reading principles also helps address challenges in teaching higher-order thinking skills in secondary education. Many students struggle with abstract analytical tasks because they lack a structured approach; QAR fills this gap by breaking down complex interpretive processes into manageable steps. This structured approach has been shown to increase engagement, improve reading outcomes, and build students' confidence in analyzing complex narrative and informational texts.

Ultimately, bridging QAR and critical reading equips students not only with the skills to understand what a text says but also to critically evaluate why it says it and how it conveys its message. This dual focus

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<sup>54</sup> Student S Difficulties et al., "Journal of World Science" 3, no. 8 (2024): 1–10.

fosters critical literacy, a competency essential for academic success and informed citizenship in a world saturated with information.<sup>55</sup>

b. Application of QAR in Narrative Texts

Applying the Question-Answer Relationship (QAR) strategy to narrative texts offers a practical and systematic way to guide students through various levels of comprehension and analysis. Narrative texts—such as short stories, novels, and folktales—are rich in plot structures, character development, and moral themes, making them ideal for cultivating critical reading skills. Through QAR, teachers can design targeted questions that prompt students to examine explicit details, infer underlying meanings, and evaluate characters' decisions within the story.

For instance, “Right There” questions can direct students to identify specific events or descriptive details that are explicitly stated in the narrative. “Think and Search” questions require them to synthesize clues from different parts of the text to understand cause-effect relationships or patterns of conflict resolution. Moving deeper, “Author and You” questions invite students to interpret the motives of characters or the implications of certain events, requiring them to merge textual evidence with personal reasoning. Finally, “On Your Own” questions encourage

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<sup>55</sup> R Arisman, B Adu, and N A F Ambotang, “Reading Comprehension Improvement through Question and Answer Relationship (QAR) Method,” *English Language in Focus (ELIF)* 3, no. 2 (2021): 109–118, <https://doi.org/10.24853/elif.3.2.109-118>.

reflection on broader themes, such as applying the moral of the story to real-life experiences or societal issues.

Integrating QAR in narrative reading not only strengthens comprehension but also nurtures critical literacy by encouraging students to question the reliability of narrators, detect bias in character portrayals, and identify implicit cultural or ideological messages. Moreover, the structured nature of QAR helps learners move progressively from basic recall to higher-order interpretive and evaluative skills, aligning with the goals of secondary education curricula.

Research indicates that when students are trained to recognize and apply different types of QAR questions while engaging with narrative texts, they exhibit greater engagement and deeper cognitive processing.

Classroom discussions become richer as students draw on multiple perspectives and support their interpretations with evidence from the text.

This collaborative and inquiry-based approach fosters both analytical thinking and interpersonal communication skills, essential for academic and real-world problem-solving.<sup>56</sup>

### c. Classroom Implication and Teacher's Role

The successful integration of the Question-Answer Relationship (QAR) strategy into critical reading instruction depends largely on how

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<sup>56</sup> Jenny Elvinna Manurung and Nidal A M Jabari, "Applying Question and Answer Relationship (QAR) Strategy to Enhance Critical Reading Skill of Authentic Text," *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 7, no. 11 (2022): 485–492, <http://journal.um.ac.id/index.php/jptpp/>.

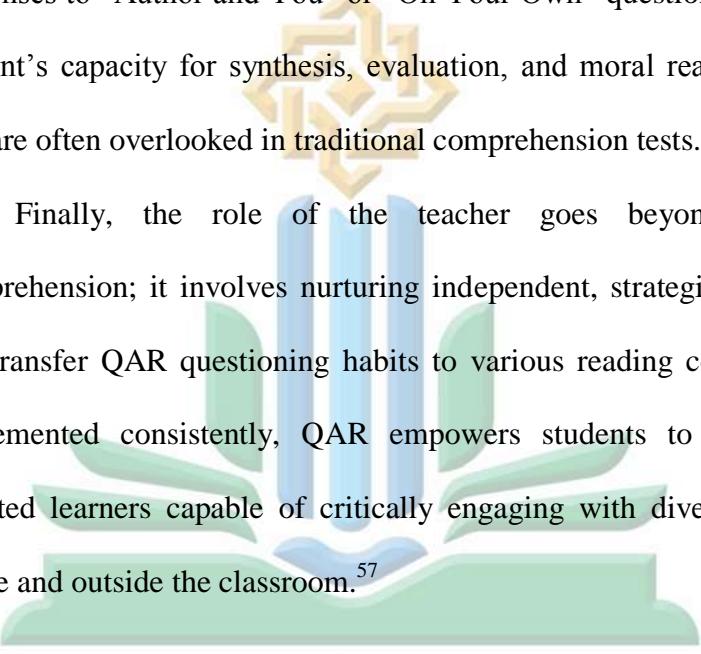
teachers design, facilitate, and scaffold the learning process. In the classroom, QAR serves not only as a comprehension tool but also as a pedagogical framework that structures reading activities around specific cognitive goals. Teachers play a central role in aligning QAR-based questions with students' proficiency levels, learning objectives, and the complexity of the narrative texts.

One key implication for classroom practice is the need for explicit instruction in the QAR framework before its application. Students often benefit from direct modeling, where the teacher demonstrates how to identify question types, locate relevant evidence in the text, and articulate responses that integrate personal reasoning with textual analysis. This modeling stage also provides opportunities to address common misconceptions—such as confusing inference with guesswork or failing to distinguish between author's intent and factual information.

Furthermore, teachers are instrumental in fostering a collaborative learning environment where students can engage in peer discussion based on QAR questions. Such discussions not only deepen comprehension but also expose students to diverse perspectives, enhancing critical literacy through dialogue and debate. The teacher's role here is to guide the conversation, ensuring that contributions remain grounded in textual evidence while encouraging interpretive thinking.

Classroom implications also extend to assessment practices. By incorporating QAR-based questioning into formative assessments, teachers can evaluate not only students' understanding of narrative content but also their ability to engage in higher-order thinking. For example, responses to "Author and You" or "On Your Own" questions can reveal a student's capacity for synthesis, evaluation, and moral reasoning—skills that are often overlooked in traditional comprehension tests.

Finally, the role of the teacher goes beyond facilitating comprehension; it involves nurturing independent, strategic readers who can transfer QAR questioning habits to various reading contexts. When implemented consistently, QAR empowers students to become self-directed learners capable of critically engaging with diverse texts both inside and outside the classroom.<sup>57</sup>



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<sup>57</sup> J Manurun, "INTEGRATING RECIPROCAL QUESTION (REQUEST) AND QUESTION ANSWER RELATIONSHIP (QAR) TO DEVELOP STUDENTS' CRITICAL READING SKILL AT TRIDINANTI UNIVERSITY PALEMBANG Jenny Elvinna Manurun, Tridinanti University Palembang, Palembang, Indonesia" (2018).

## CHAPTER III

### RESEARCH METHOD

#### A. Research Approach and Design

This study employs a qualitative research approach. The qualitative approach is chosen because the research aims to explore and understand how the implementation of the Question-Answer Relationship (QAR) strategy enhances secondary school students' critical reading skills when analyzing narrative texts. Qualitative research enables the researcher to gain rich, contextual, and detailed insights into students' experiences, behaviors, and interactions during the learning process, which are not easily captured through quantitative methods. As Creswell explains, qualitative methods are appropriate when researchers seek to interpret meanings constructed by participants within natural learning settings.<sup>58</sup>

The research design used in this study is a descriptive qualitative design. This design is selected because it allows the researcher to describe and interpret phenomena as they naturally occur in the classroom without manipulating variables. The descriptive qualitative design provides the flexibility needed to capture authentic learning behaviors and document how the QAR strategy influences students' critical reading processes in real time. Through this approach, the researcher is able to observe, record, and interpret interactions between students, texts, and instructional strategies.

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<sup>58</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (SAGE Publications, 2018).

Thematic analysis is specifically utilized to identify, analyze, and interpret recurring patterns or themes that emerge from the data. This method allows the researcher to systematically organize findings and provide a comprehensive understanding of how the QAR strategy shapes students' engagement and critical reading development when working with narrative texts. Thematic analysis also supports the interpretation of students' thought processes, types of reasoning, and levels of comprehension demonstrated during the reading tasks.

## **B. Research Setting and Participants**

When considering the research setting, it is important to note that the location encompasses more than just the physical environment; it also includes contextual factors that significantly influence the study's variables. The choice of the research site lays the foundation for the quality of data collected, necessitating thorough justification and consideration.

This study was conducted in Class XI Science 3 at MAN 3 Jember, a public Islamic senior high school located in Jember Regency, East Java, Indonesia. MAN 3 Jember is recognized for its strong commitment to student development, particularly in English language education. Class XI Science 3 was selected based on coordination with the English teacher and school administration, who recommended the class as appropriate for implementing the QAR strategy due to its consistent engagement in reading activities and stable classroom management. Furthermore, the curriculum at this level introduces

students to more complex narrative texts, providing a relevant context for applying the QAR strategy.

The supportive learning environment and students' readiness to comprehend narrative material make Class XI Science 3 at MAN 3 Jember a representative site to observe the effectiveness of the QAR strategy in enhancing critical reading skills.

### C. Instructional Procedures

The instructional procedures in this study were designed to document the natural development of students' critical reading skills as they engaged with the Question–Answer Relationship (QAR) strategy in a real classroom setting. This qualitative design relied on observation, classroom interaction, student-generated work, and reflective interviews. The study was conducted across seven meetings, each fulfilling a specific instructional and data-gathering function aligned with the thematic analysis approach.

The first meeting introduced students to narrative texts and the concept of critical reading. This session served as an orientation phase in which students were familiarized with the characteristics of narratives and the importance of analyzing texts beyond literal comprehension. No formal data were collected at this stage, as it functioned to establish context for the upcoming instructional sequence.

The second meeting focused on observing students' natural tendencies in reading narrative texts without any intervention. Students read a short narrative story and responded to general comprehension questions. These responses, together with classroom observation notes, provided insight into their initial reading behavior, including tendencies toward literal comprehension, hesitation in inferential reasoning, and dependence on teacher cues. This meeting functioned as a *baseline observation* rather than a test.

The third meeting formally introduced the QAR strategy. The teacher presented the four QAR categories—Right There, Think and Search, Author and You, and On My Own—and modeled how each category guides different cognitive processes. Students participated in guided practice through short sample questions. Observation notes from this session captured their early understanding, confusion points, and initial reactions toward QAR.

The fourth meeting served as the first full practice session using QAR-based questions. Students applied the QAR framework to a narrative text by answering questions designed by the researcher. Their written responses, collaborative discussions, and problem-solving behaviors functioned as primary qualitative data. This session revealed early shifts in comprehension strategies and engagement patterns.

The fifth meeting emphasized independent application and deeper analytical thinking. Students generated their own QAR questions about a new narrative text and then answered both their questions and their peers' questions.

This session was crucial because it demonstrated students' ability to internalize QAR, express metacognitive awareness, take ownership of question construction, and articulate personal reasoning. Student-generated questions, written answers, and researcher observation notes were collected as data.

The sixth meeting continued with an extended application of QAR in small-group discussions. Students worked collaboratively to analyze a narrative text, categorize questions, negotiate meaning, and explain their reasoning. This session provided rich data regarding their interactional behavior, development of textual reasoning, and collaborative critical thinking processes.

The seventh meeting consisted of reflective interviews. Semi-structured interviews were conducted with all students to explore their experiences, perceived challenges, and insights regarding the QAR strategy. These interviews were essential for triangulation and contributed valuable emotional, cognitive, and behavioral reflections that supported thematic analysis.

Collectively, these seven meetings formed a coherent qualitative instructional cycle emphasizing naturalistic observation, progressive strategy development, student autonomy, and reflective evaluation. All procedures were implemented as carried out in the actual classroom, based on coordination with the English teacher and school administration of MAN 3 Jember, ensuring authenticity, consistency, and credibility of the research process.

**Table 3.1 Instructional Procedure of The Study**

Meeting	Focus / Activity	Description of Research Procedure	Data Collected
<b>1st Meeting</b>	Introduction to Narrative Texts & Critical Reading	Orientation session introducing narrative text features and the concept of critical reading. No data collection.	–
<b>2nd Meeting</b>	Baseline Observation of Reading Behavior	Students read a narrative text and answer general comprehension questions. Researcher observes natural reading tendencies without QAR intervention.	Observation notes, student responses
<b>3rd Meeting</b>	Introduction to QAR Strategy	Teacher explains four QAR categories with guided examples and short exercises. Researcher documents initial understanding and student reactions.	Observation notes
<b>4th Meeting</b>	QAR Practice Session 1	Students apply QAR to a narrative text using questions provided by the researcher.	Student worksheets, observation notes
<b>5th Meeting</b>	QAR Practice Session 2 (Student-Generated Questions)	Students create their own QAR questions, answer them, and exchange questions with peers. Demonstrates metacognitive and analytical development.	Student-generated QAR questions, written answers, observation notes
<b>6th Meeting</b>	Collaborative QAR Discussion	Students engage in group discussions, classify questions, and negotiate meaning while applying QAR to a narrative text.	Group discussion transcripts/notes, observation notes
<b>7th Meeting</b>	Reflective Interviews	Semi-structured interviews explore students' perceptions and experiences regarding QAR and its influence on critical reading.	Interview transcripts

The instructional sequence outlined in Table 3.1 illustrates how the implementation of the Question–Answer Relationship (QAR) strategy was conducted systematically and progressively throughout the seven classroom meetings. Each meeting served a distinct purpose that contributed to the depth and richness of the qualitative data collected. Rather than relying on standardized testing, the study captured students' authentic learning behaviors through continuous observation, student-generated work, collaborative activities, and reflective interviews. This approach ensured that students' development in critical reading was viewed holistically, taking into account not only their written responses but also their interactions, reasoning processes, and evolving metacognitive awareness.

By structuring the procedures in a gradual sequence—from orientation, to the introduction of QAR, to guided practice, independent application, collaborative engagement, and finally reflection—the research design allowed for natural growth and meaningful changes in students' critical reading skills to emerge. Additionally, the consistent alignment of instructional activities with the principles of qualitative inquiry strengthened the credibility and dependability of the findings. Overall, the procedures adopted in this study provided a comprehensive framework for understanding how the QAR strategy influences students' engagement with narrative texts and fosters their development as critical readers in an EFL classroom context.

## D. Data Collection

To explore how the implementation of the Question-Answer Relationship (QAR) strategy enhances secondary school students' critical reading skills when analyzing narrative texts, this study employed three main data collection methods: observation, interview, and test. These methods were used to obtain rich, detailed, and triangulated data aligned with the research objective.

### 1. Observation

Observation was conducted to capture the real-time dynamics of the classroom during the implementation of the QAR strategy. The researcher acted as the teacher, taking detailed field notes throughout each stage of the instructional process. This included observing students' engagement while reading the narrative texts, their interactions during QAR-based discussions, and their strategies in answering reflective questions.

Particular attention was given to students' ability to identify different types of questions, the way they navigated textual evidence, and how they expressed critical thinking during group discussions or individual tasks. The observations provided contextual insights into the learning environment, teacher-student interaction, and how students responded to the QAR method in practice.

## 2. Interview

To gain deeper understanding of students' perceptions and experiences, semi-structured interviews were conducted with a selected group of students after the instructional process. The interview questions were designed to explore how students interpreted the narrative texts, how they approached different types of QAR questions, and how the strategy influenced their reading comprehension.

The interviews also offered students the opportunity to reflect on their learning, challenges they encountered, and how they personally experienced the shift from literal to critical thinking. These qualitative insights helped uncover the internal cognitive and emotional aspects of students' engagement with the QAR strategy that might not have been visible through observation alone.

## E. Data Analysis

The data analysis in this study followed the interactive qualitative analysis model proposed by Miles, Huberman, and Saldaña,<sup>59</sup> which consists of three major components: (1) data condensation, (2) data display, and (3) conclusion drawing and verification. In addition, this study also applied thematic analysis to identify patterns and classify students' responses and behaviors into analytic categories relevant to critical reading development.

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<sup>59</sup> Matthew B. Miles, A. Michael Huberman, & Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (SAGE Publications, 2014).

## 1. Data Condensation

Data condensation involved selecting, simplifying, and organizing raw data from observations, interviews, and students' written work. During this stage, all student responses were initially coded based on the four QAR categories adopted from Raphael and Au,<sup>60</sup> namely:

- a. Right There,
- b. Think and Search,
- c. Author and You, and
- d. On My Own.

To support deeper interpretation of students' critical reading development, thematic analysis was applied. The researcher examined recurring patterns and grouped them into four thematic categories, which represent students' cognitive progression during QAR implementation:

- a. Surface-Level Reading Behavior.

Characterized by literal comprehension, answer copying, minimal reasoning, and high dependency on explicit textual cues.

- b. Developing Text-Based Reasoning.

Marked by students' emerging ability to combine information across sentences or paragraphs, attempt to justify answers, and cite textual evidence most visible during early QAR practice.

c. Emerging Interpretive Thinking.

Defined by students' attempts to make inferences, evaluate information, explain motives, and provide logical reasoning for AY-type questions. This theme indicated a shift toward analytical comprehension.

d. Independent Critical Response.

The highest-level theme, describing students' ability to construct personal viewpoints, reflect critically, and produce reasoned arguments in OYO-type questions.

These thematic categories served as the analytical foundation to track how students transitioned from surface reading to higher-order critical engagement throughout the QAR-based instruction.

## 2. Data Display

The condensed data were arranged into structured visual displays such as matrices, tables, and coded charts. These displays organized:

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- a. students' responses according to the four QAR categories,
- b. the appearance of the four thematic categories across meetings,
- c. patterns in textual vs. personal reasoning.

For example, matrices illustrated the distribution of students' reasoning types per QAR category, while tables displayed the evolution of thematic categories from early sessions to later ones. This step enabled the researcher to clearly identify which QAR categories elicited the strongest

critical thinking skills and how students' understanding progressed over time.

### 3. Conclusion Drawing and Verification

The final stage involved interpreting findings based on the relationships between QAR categories, thematic categories, and students' overall critical reading development. The conclusions were supported by triangulated data from three sources: classroom observation, interviews, and document analysis. This ensured credibility and dependability of findings.<sup>61</sup>

Verification was carried out by reviewing coded data repeatedly, checking for consistency across data sources, considering alternative explanations, and ensuring that interpretations accurately represented students' actual learning behaviors. Revisiting earlier coding and comparing it with later data helped refine interpretations and confirm that the thematic categories reflected genuine student progression rather than accidental patterns.

Through this systematic process, the researcher concluded that the QAR strategy contributed significantly to students' cognitive, interpretive, and reflective reading skills in the narrative text context.

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<sup>61</sup> Yvonna Lincoln & Egon Guba, *Naturalistic Inquiry* (SAGE Publications, 1985).

## F. Validity of Data

Ensuring data validity is an essential aspect of qualitative research, particularly when the study seeks to interpret participants' experiences, behaviors, and understanding in depth. Since qualitative inquiry relies heavily on the subjective interpretation of rich, descriptive data, establishing the trustworthiness and credibility of the findings is crucial. In this study, which investigates how the implementation of the Question-Answer Relationship (QAR) strategy enhances secondary school students' critical reading skills in analyzing narrative texts, the researcher applied triangulation as a core strategy to enhance data validity.

Triangulation allows the researcher to cross-examine information from different sources and methods to obtain a more reliable and nuanced understanding of the phenomenon under study. This study employed two key types of triangulation: source triangulation and technique triangulation, both of which are widely recommended in qualitative educational research<sup>62</sup>.

### 1. Source Triangulation

Source triangulation refers to collecting data from multiple participants or data points to confirm the consistency of findings. In this study, the researcher gathered information from various sources including:

- Students' written responses to reflective QAR-based questions,

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<sup>62</sup> Creswell, J. W., & Poth, C. N. (2021). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.

- b. Direct observations made during classroom implementation of QAR activities, and
- c. Student interviews and small-group discussions which captured students' personal insights and reflections.

By comparing students' written reflections with their verbal explanations and observed classroom behaviors, the researcher was able to validate whether students truly engaged with the narrative text critically, or simply responded based on surface-level comprehension. For instance, if a student categorized a question correctly as "Author and You" in their written response, and during the interview provided further explanation about their personal connection with the theme, this coherence reinforced the accuracy of the interpretation.

The use of source triangulation is especially relevant in classroom-based research where data can be influenced by contextual variables such as peer interaction, teacher facilitation, and student motivation. Drawing from multiple student perspectives helped to neutralize individual biases and present a more holistic representation of the learning process<sup>63</sup>.

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<sup>63</sup> Djamdjuri, D. S., & Subekti, N. B. (2021). Data triangulation in classroom-based qualitative research: A methodological reflection. *International Journal of Education and Learning*, 3(2), 89–95.

## 2. Technique Triangulation

Technique triangulation refers to using multiple methods of data collection to verify the results. In this study, the researcher employed the following three primary techniques:

- a. Observation: The researcher observed teaching and learning sessions where the QAR strategy was implemented. These observations focused on student engagement, question categorization behaviors, and peer discussions.
- b. Interview: Semi-structured interviews were conducted to allow students to express their experiences with the QAR strategy and explain how it helped them understand the narrative texts. These interviews provided qualitative depth that complemented the observational data.
- c. Document Review: Students' written answers to the 10 reflective QAR questions were collected and analyzed as primary research documents.

The written responses served as evidence of students' critical reading processes and comprehension levels.

By analyzing these three types of data, the researcher was able to triangulate key findings, ensuring that observed classroom behaviors matched students' stated understanding and written performance. For example, if a student appeared hesitant during observation but demonstrated strong analytical skills in their written answers and could articulate these

clearly in an interview, such triangulation clarified that the student's comprehension was not limited by classroom anxiety or performance.

This multidimensional approach enhances the internal validity of the study and aligns with best practices in qualitative educational research, which emphasize the integration of diverse evidence to support findings<sup>64</sup>.

### 3. Significance of Triangulation in This Study

Triangulation not only strengthens the accuracy of interpretations but also reduces the possibility of researcher bias, especially in classroom contexts where the relationship between participants and the researcher can influence data collection. Furthermore, the use of multiple data sources and methods enabled the researcher to interpret patterns more confidently, and draw conclusions about the effectiveness of the QAR strategy in enhancing students' critical reading skills with greater reliability.

In conclusion, the systematic application of source triangulation and technique triangulation in this study served as a fundamental validation strategy. It ensured that findings were not based on single impressions or isolated data but reflected a thorough and well-rounded exploration of how students engaged critically with narrative texts through the QAR framework.

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<sup>64</sup> Anjani, P., & Saefurrohman, S. (2022). Validating qualitative data through triangulation in EFL reading strategy research. *Journal of Language and Literature Education*, 7(3), 132–140.

## **G. Research Stages**

The research process for this study was conducted in several systematic stages to ensure the validity, reliability, and depth of the findings. These stages are outlined as follows:

### **1. Preliminary Study**

This stage involved conducting a literature review and identifying the research gap related to the use of the Question-Answer Relationship (QAR) strategy in developing students' critical reading skills. The researcher also reviewed previous studies, examined the school curriculum, and identified the narrative text as a relevant focus for the target population.

### **2. Planning Stage**

In this stage, the researcher designed the research framework, including formulating the research question and objectives, selecting the research site (Class XI Science 3 at MAN 3 Jember), and preparing the necessary instruments such as observation sheets, interview guidelines, and reflective question items based on the QAR framework. Approval was also obtained from the school for data collection.

### **3. Data Collection Stage**

Data were collected through classroom observations, documentation of student responses, and informal interviews. The researcher implemented the QAR strategy in classroom instruction, guiding students through various types of questions and encouraging critical engagement with narrative texts.

Students' responses to ten reflective questions served as the primary data source.

#### **4. Data Organization and Condensation**

In this stage, all collected data were organized systematically. The researcher condensed the data by categorizing student answers according to QAR types (Right There, Think and Search, Author and You, On Your Own) and by levels of critical reading (e.g., inference, interpretation, connection to personal experience).

#### **5. Data Analysis**

Using descriptive qualitative analysis, the researcher examined patterns in student responses and triangulated the data with interview insights and observation notes. The analysis aimed to answer the research question and determine the impact of QAR strategy on students' critical reading abilities.

#### **6. Drawing Conclusions and Verification**

The researcher drew conclusions based on the findings and verified the data using source and technique triangulation. These conclusions were aligned with the research objectives and provided insights into the effectiveness of the QAR strategy in the context of narrative reading.

#### **7. Reporting and Reflection**

Finally, the findings were reported in a structured manner. The researcher also reflected on the implementation process, challenges encountered, and suggestions for future classroom practice and research. The final report

contributes to pedagogical practices for teaching reading in EFL secondary classrooms.



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## CHAPTER IV

### FINDING AND DISCUSSION

#### A. RESEARCH FINDING

##### 1. Overview of the Research Implementation

This research was carried out to investigate how the implementation of the Question-Answer Relationship (QAR) strategy can enhance secondary school students' critical reading skills when analyzing narrative texts. The study was conducted in one of the eleventh-grade classes of a public secondary school, with a total of 33 students participating as the main subjects. In addition, the English teacher of the class was also involved as a supporting informant to provide complementary perspectives regarding the teaching of critical reading in the classroom.

The research followed a qualitative approach with thematic analysis as the central method for analyzing the data. This approach was selected because it allowed the researcher to capture experiences, reflections, and perceptions expressed during the treatments and interviews. By combining classroom-based activities and reflective interviews, the researcher was able to gain a comprehensive picture of how the QAR strategy influenced both the process and outcomes of students' learning.

The implementation of the study took place through a sequence of structured instructional meetings designed to build students' awareness of critical reading while gradually introducing and applying the QAR

framework. In the first meeting, students were introduced to the concept of narrative texts and the importance of critical reading as a foundational skill in understanding deeper meanings within stories. The second meeting continued this orientation phase, where students engaged with narrative texts using their usual reading approaches. This session allowed the researcher to observe students' initial behaviors, comprehension strategies, and engagement patterns in a natural classroom setting, without the use of any formal testing.

The third and fourth meetings served as the core instructional stages in which the QAR strategy was explicitly introduced and practiced. During these sessions, the four QAR categories were explained, modeled, and applied through guided activities. Students practiced identifying question types and responding based on textual evidence and interpretive reasoning. These meetings marked the beginning of a gradual shift from literal comprehension toward more analytical engagement with narrative texts, as students received structured support in understanding how different types of questions guide deeper reading.

In the fifth meeting, students participated in an advanced application activity in which they created and answered their own QAR-based questions. This stage allowed the researcher to closely observe students' independent use of the QAR framework, their ability to generate meaningful questions, and their progress in applying critical reading strategies without heavy guidance. The documents produced during this activity served as important qualitative

evidence of students' evolving comprehension processes, reasoning abilities, and reflective thinking.

All sessions were systematically documented through students' written work, observation notes, and interview transcripts. These data sources were then analyzed thematically to identify emerging patterns related to students' critical reading development, the role of QAR in structuring their responses, and the teacher's and students' perspectives on the strategy. This structured implementation ensured the validity of the findings and offered a well-rounded understanding of the research objectives.

Before the implementation of the QAR strategy in this study, a preliminary interview with the English teacher at MAN 3 was conducted to gain insights into her perspective on critical reading instruction. The teacher emphasized that critical reading should go beyond literal comprehension, requiring students to analyze meaning, question the author's purpose, and connect the text to their own experiences. As she put it, "critical reading is more than just understanding the words in a text. It is about analyzing the meaning, questioning the author's purpose, and connecting the content to our own knowledge or experiences."<sup>65</sup>

She also acknowledged that students often struggle to move beyond surface-level comprehension, as they tend to prefer short, simple answers and are less confident in sharing personal interpretations. To address this, she

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relies on guided questioning, group discussions, and text comparisons, which she believes help students gradually develop analytical skills. As she explained, “I usually give guided questions that lead them to think about causes, consequences, and author’s intentions. Group discussions are also useful, because when they hear different perspectives, they start to think more critically.”

When asked about the QAR strategy, the teacher admitted that she had not fully implemented it before but expressed interest in trying it. She recognized its potential to guide students in categorizing questions and producing more thoughtful responses, moving them beyond copying information directly from the text. *“Honestly, I have not fully applied the QAR strategy in my class before... I think it could be effective,”* she remarked.

This interview highlighted the urgency of developing effective reading strategies, such as QAR, to better prepare students for the demands of critical literacy in a digital and information-saturated era.

## 2. Pre- observation : Students’ Identified Difficulties

The results provided an essential baseline for understanding the students’ initial level of critical reading skills before the implementation of the Question-Answer Relationship (QAR) strategy. At this stage, students were asked to answer a series of questions that reflected the four QAR categories—Right There (RT), Think and Search (TS), Author and You (AY), and On My Own (OYO)—while also being assessed on their grammar as well as their use

of pronouns and word order. The findings revealed recurring difficulties that highlighted how students engaged with narrative texts at the most basic level. These weaknesses became important indicators for identifying the areas that required targeted intervention.

One of the first challenges observed was related to the *Right There* (*RT*) questions, which are designed to measure the ability to locate explicit information in the text. Surprisingly, several students struggled with this seemingly straightforward task. For example, Student\_02 and Student\_12 often provided incomplete or irrelevant answers, even though the information was directly stated in the passage. This suggested that while students could read the words on the page, they sometimes failed to process them effectively, possibly due to limited attention to detail or weak scanning strategies. Interestingly, this aligns with student interview insights, where some admitted that before learning QAR they tended to copy sentences directly from the text without ensuring they answered the question accurately. As one student reflected, *“Before QAR, I often just copied what I saw in the story even if it didn’t really answer the question.”* This demonstrates that even in literal comprehension, students lacked purposeful reading strategies.

The second major area of difficulty appeared in the *Think and Search* (*TS*) category. These questions required students to synthesize information from different parts of the text and form coherent responses. Students such as Student\_01 and Student\_10 had trouble combining information; their answers

were fragmented and disconnected, indicating that they either focused on one detail while neglecting others or failed to see how details related to one another. This weakness highlighted a gap in higher-order comprehension skills. Consistently, student interviews confirmed this struggle. As one participant explained, *“I could tell what happened in the story, but when the teacher asked about the message or lesson, I didn’t know what to say.”* This reinforces the finding that without explicit guidance, students rarely practiced integrating information or articulating relationships between textual ideas.

In the *Author and You (AY)* category, where readers must connect textual information with personal reasoning, students also demonstrated significant limitations. Student\_04 and Student\_11 gave vague answers that failed to show a real connection between the text and their own interpretation. Instead, they repeated parts of the story or made generalized statements that did not address the question. This indicates that students were unaccustomed to engaging critically with texts beyond the literal level. The interviews again validate this finding: one student confessed, *“I was not confident when I had to explain ‘why’ something happened in the story.”* Such reflections reveal both cognitive and affective barriers—students lacked not only analytical strategies but also the confidence to articulate original thoughts.

The *On My Own (OYO)* category presented an even greater challenge, as students were required to provide responses based on personal reflection and experience. Student\_07 and Student\_15, for instance, struggled to move

beyond generic or shallow responses such as “Yes, it was good” or “I don’t know.” This reflects a tendency to avoid subjective interpretation in favor of “safe” answers. Several students acknowledged this in their interviews, admitting that they initially found open-ended questions intimidating. One student explained, *“Sometimes I don’t know what to say in OYO questions, but I’m getting better after more practice.”* This illustrates the developmental nature of critical reading, which requires consistent practice and supportive scaffolding.

Apart from comprehension-related difficulties, the result also revealed significant linguistic challenges. In terms of grammar, students such as Student\_05 and Student\_13 made frequent mistakes with verb tense, subject-verb agreement, and sentence structure, which disrupted clarity and obscured their ideas. Similarly, pronoun use and word order errors were widespread; students like Student\_06 and Student\_14 misused pronouns, creating confusion, while awkward word order reflected ongoing struggles with English syntax. Student interviews also echoed these difficulties, as several noted that expressing answers was sometimes harder than understanding the story itself. One remarked, *“I understood the story, but making the answer in English was difficult because of grammar.”* This highlights the dual challenge of simultaneously developing reading comprehension and linguistic accuracy in an EFL setting.

Overall, the findings revealed that students entered the study with a relatively low baseline of critical reading skills. They were more comfortable with literal comprehension while struggling with synthesis, evaluation, and reflection. Their linguistic weaknesses compounded these comprehension issues, preventing them from fully expressing their understanding. Importantly, student interviews confirmed these struggles, showing that learners themselves were aware of their limitations and often resorted to strategies like copying text or giving minimal answers. As one student candidly admitted, *“I thought reading was just about telling the story again, not about explaining why or what it means.”*

From a pedagogical perspective, these insights highlight the urgent need for structured strategies like QAR. Without such tools, students tend to rely on rote recall and surface-level engagement with texts, leaving them unprepared for higher-order reading demands. Both the test results and the students' voices converged to show that their difficulties were not isolated but systemic, reflecting a lack of prior training in critical reading. These findings strongly justified the researcher's decision to implement QAR, as the strategy directly targets the exact areas where students struggled most—synthesizing, interpreting, and reflecting on narrative texts.

In summary, the integration of findings with student interview insights demonstrates that students faced significant challenges across all levels of critical reading, compounded by linguistic barriers. However, their reflections

also revealed openness to learning new strategies and recognition of the importance of critical reading. This dual perspective—quantitative evidence of difficulty and qualitative acknowledgment of struggle—provides a comprehensive foundation for understanding why QAR was necessary and how it could serve as an effective intervention in enhancing secondary school students' critical reading competence.

### 3. Post- Observation : Student's Identified Difficulties

The result was administered after the full cycle of treatments using the Question-Answer Relationship (QAR) strategy. This stage served as a critical point for evaluating whether students had shown tangible progress in their critical reading skills and whether the intervention successfully addressed the difficulties. These improvements indicated growth not only in comprehension but also in confidence, motivation, and engagement with narrative texts.

One of the most notable areas of progress was in the Right There (RT) category. Unlike in the result, where students such as Student\_02 and Student\_12 struggled to locate explicit information, the results showed that they were able to identify details more accurately and with fewer mistakes. Their answers were more complete and relevant, suggesting they had learned to read with greater precision. Students themselves confirmed this improvement in interviews, noting that QAR helped them become more organized when answering. As one reflected, “It actually helped me understand how to approach different kinds of questions. It made me feel

more organized when answering.” This shows that their progress was not only cognitive but also metacognitive—they became more conscious of how to approach different types of comprehension tasks.

In the Think and Search (TS) category, significant improvements were observed. Students such as Student\_01 and Student\_10, who previously gave fragmented and incoherent answers, were able to synthesize information from multiple parts of the text. Their answers were more structured and coherent, showing a new ability to integrate details into a meaningful whole. Instead of quoting random sentences, students began summarizing and paraphrasing, linking ideas together in logical ways. One student remarked, “Now I can explain my answers better and not just copy sentences.” This comment highlights how QAR helped students shift from passive reproduction of text toward active construction of meaning in their own words.

The Author and You (AY) category—previously one of the weakest areas—also showed remarkable growth. Students such as Student\_04 and Student\_11, who once gave vague and superficial answers, demonstrated stronger reasoning and interpretive skills. Their answers became more thoughtful, linking textual messages to broader ideas and real-life experiences. For example, students began explaining why values such as kindness mattered and how they could be applied beyond the classroom. This resonates with an interview insight where a student explained, “Critical reading means reading carefully and not just looking at the words. It is about trying to understand the

deeper meaning of the text.” The results validate this shift from surface comprehension to deeper interpretive engagement.

Equally important were the improvements in the On My Own (OYO) category. Students who had previously struggled to provide personal reflections began offering richer and more specific responses. Student\_07 and Student\_15, who once answered with only brief phrases, now gave examples from their own experiences, such as overcoming school challenges or helping peers. This was also reflected in their interviews, where one student admitted, “QAR taught me that it is okay to give my own interpretation as long as I can explain it.” Such statements highlight how QAR helped reduce students’ hesitation, empowering them to see that their personal perspectives were valid as long as they were justified.

Beyond comprehension, linguistic improvements were also observed. Students such as Student\_05 and Student\_13 showed better control of grammar, with fewer errors in verb tense and subject-verb agreement. Likewise, Student\_06 and Student\_14 demonstrated more accurate pronoun use and smoother word order. These changes suggest that by practicing extended responses in QAR-based tasks, students indirectly improved their grammatical accuracy and syntactic fluency. In interviews, some acknowledged that while grammar remained a challenge, the strategy gave them more practice in expressing ideas. As one explained, “I understood the story, but now I can explain my answers better in English.”

Perhaps most significantly, the result revealed a positive attitudinal shift. During the result, students often seemed hesitant and unsure of how to approach questions. By the time of the result, they demonstrated longer answers, greater willingness to reflect, and increased confidence in sharing their opinions. Many students reported that QAR made reading “more interesting and less stressful,” as one put it, “because I know how to approach the questions.” Another emphasized its broader usefulness: “I think it will also help me in other subjects, not only English, because it trains me to think more carefully before answering.” These reflections confirm that QAR not only improved comprehension but also fostered transferable skills such as critical thinking, self-confidence, and metacognitive awareness.

In conclusion, the results—supported by student interview insights—demonstrated clear and significant improvements in students’ critical reading performance. They became more accurate in locating explicit details, more coherent in synthesizing information, more thoughtful in interpreting authors’ messages, and more reflective in connecting texts to personal experiences. Simultaneously, their grammar, pronoun use, and sentence structure improved, leading to clearer and more confident communication. These findings confirm the effectiveness of the QAR strategy as both a literacy and language-learning tool. Most importantly, they show how QAR transformed students’ perceptions of reading—from a task of mere recall to an active, reflective, and personally meaningful process.

## B. BASED ON OBSERVATION

To obtain a comprehensive understanding of how the Question–Answer Relationship (QAR) strategy shaped students' critical reading behavior, the researcher conducted continuous and systematic classroom observations throughout six instructional meetings. These observations provided rich qualitative data regarding students' engagement, learning attitudes, reasoning patterns, and overall interaction with narrative texts. For analytical clarity, findings are presented in three stages Pre-Observation, Whilst-Observation, and Post-Observation—each representing a different phase in students' learning progression under QAR-based instruction.

### 1. Pre-Observation Stage

The pre-observation stage, which took place during the first and second meetings, served to capture students' initial learning behaviors and their natural approach to narrative reading before any introduction of the QAR strategy.

At this stage, students demonstrated a generally attentive yet passive engagement with reading tasks. They were familiar with narrative texts, but their comprehension tended to remain at a literal level. During classroom discussions, students commonly focused on retrieving explicit information such as characters, settings, and directly stated events. However, when activities required deeper reasoning—such as giving opinions, explaining

motivations, or connecting ideas across the text—students often hesitated, remained silent, or relied on short, generic responses.

Observation notes revealed several indicators of limited critical reading development:

- a. Many students tended to repeat exact phrases from the text rather than paraphrasing or offering their own interpretation.
- b. When asked open-ended or inferential questions, students frequently looked to peers for validation, suggesting low confidence in independent reasoning.
- c. Students rarely asked questions or challenged ideas, indicating that their habitual reading behavior was teacher-dependent.
- d. The teacher's questioning pattern emphasized literal recall, which aligned with her statement during a preliminary interview that students were “used to short and simple answers.”

Overall, the pre-observation stage showed that students' interaction with narrative texts was surface-level, lacking interpretive depth and critical reflection—precisely the gap the QAR strategy aimed to address.

## 2. Whilst-Observation Stage

The whilst-observation stage covered Meetings 3, 4, and 5, during which QAR was introduced, practiced, and applied. This stage revealed the most dynamic changes in student behavior, reasoning patterns, and classroom interaction.

### Meeting 3: Introduction to QAR

When the teacher introduced the four QAR categories—Right There (RT), Think and Search (TS), Author and You (AY), and On My Own (YO) students showed heightened curiosity. They listened attentively and began asking clarification questions, especially regarding the distinction between AY and YO.

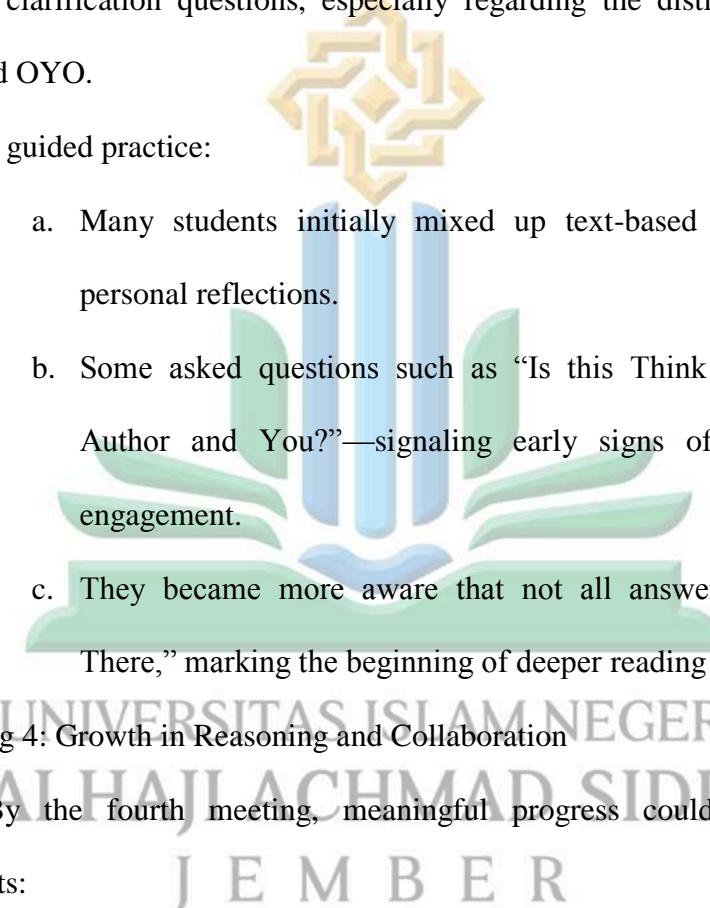
During guided practice:

- a. Many students initially mixed up text-based reasoning with personal reflections.
- b. Some asked questions such as “Is this Think and Search or Author and You?”—signaling early signs of metacognitive engagement.
- c. They became more aware that not all answers were “Right There,” marking the beginning of deeper reading awareness.

### Meeting 4: Growth in Reasoning and Collaboration

By the fourth meeting, meaningful progress could be observed.

Students:



- a. Began to cite specific lines from the narrative to justify answers.
- b. Demonstrated improved ability to connect multiple parts of the text, especially for Think and Search questions.
- c. Participated more actively in discussions and displayed increased confidence.

- d. Collaborated more effectively, discussing narrative sequences and interpreting character motivations with less hesitation.

Teacher scaffolding—guiding questions and prompts—played a major role in helping them articulate deeper reasoning.

#### Meeting 5: High Engagement and Independence

The fifth meeting marked the most significant behavioral transformation. Students were tasked with creating their own QAR-based questions—a cognitive activity that required comprehension, classification, reasoning, and creativity.

Observation notes revealed:

- a. Students showed considerable enthusiasm, even debating whether a peer's question was RT, TS, AY, or OYO.
- b. These debates reflected advanced metacognitive awareness, as students were not only answering questions but analyzing the logic behind question types.
- c. Students who had been previously passive became more vocal and confident.
- d. Discussions became longer, deeper, and more reflective.

Informal interview snippets during this stage showed students felt more "organized," "less confused," and "more confident" when interacting with texts using QAR.

### 3. Post-Observation Stage

The sixth meeting served as the final observation phase to understand students' behaviors after repeated exposure to QAR.

Several improvements were consistently noted:

- a. Students approached narrative texts more systematically, identifying key ideas before answering questions.
- b. They relied less on copying textual phrases and more on constructing clear, well-reasoned explanations.
- c. Their ability to distinguish the four QAR categories became much more accurate, with fewer clarification questions asked.
- d. Students demonstrated an increased capacity to integrate textual evidence with personal insight, especially for AY and OYO questions.
- e. Classroom atmosphere shifted from teacher-centered to student-centered, with students taking more initiative during discussions.
- f. Previously hesitant students became more vocal, reflecting higher confidence and cognitive independence.

These behavioral changes indicate that the QAR framework helped students internalize a clearer, more strategic process for engaging with narrative texts—one that moved beyond literal comprehension toward critical interpretation and personal reasoning.

#### 4. Summary of Pre–Whilst–Post Observation Findings

The analysis across the three stages reveals several important transformations:

- a. Passive to Active Engagement:

Students became more involved, curious, and willing to express interpretations.

b. Improved Understanding of QAR Categories:

Initial confusion evolved into clear competence in identifying and applying question types.

c. Enhanced Metacognitive Awareness:

Students demonstrated an understanding of how to think, not just what to answer.

d. Strengthened Collaboration and Critical Dialogue:

Classroom discussions became more reflective, analytical, and interactive.

e. Improved Linguistic and Cognitive Skills:

Sentence clarity, explanation quality, and critical reasoning improved significantly.

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**C. THEMATIC ANALYSIS OF QAR IMPLEMENTATION**

To systematically interpret the qualitative findings of this study, the researcher employed a thematic analysis approach following Braun and Clarke's framework.<sup>66</sup> This method allowed the identification of recurring patterns across observation notes, interview transcripts, and student documents produced

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<sup>66</sup> Virginia Braun & Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 77–101.

throughout the implementation of the QAR strategy. Thematic analysis was selected because it provides flexibility in capturing both explicit behaviors and underlying cognitive or affective processes exhibited by students during reading activities. Through iterative coding—beginning with initial codes, followed by the grouping of sub-themes and the formulation of broader themes—the researcher was able to reveal how students' critical reading skills developed in response to QAR-based instruction. The table below presents a summary of the thematic analysis, demonstrating how patterns emerged, how codes were clustered, and how overarching themes were constructed to reflect students' progression in critical reading performance.

**Table 4.1. Thematic Analysis of Students' Critical Reading**  
**Development through QAR**

Initial Codes	Sub-Themes	Main Themes	Data Evidence
Students hesitant, silent, afraid of being wrong	Low initial engagement	<b>1. Shift from Passive to Active Engagement</b>	Pre-observation: Students rarely respond, avoid eye contact ("students tended to remain silent... looked at peers for validation").
Students copy phrases from text	Surface-level reading behavior		Observation: "Students repeated exact phrases instead of interpreting."
Students begin asking clarification questions	Early participation		Whilst-observation Meeting 3: "Is this Think and Search or Author and You?"
Students debate QAR categories	Active involvement		Meeting 5: Students argued whether questions were RT/TS/AY/OYO.

Initial Codes	Sub-Themes	Main Themes	Data Evidence
Students voluntarily express opinions	Increased classroom interaction		Post-observation: formerly passive students become vocal.
Difficulty identifying implicit meaning	Limited inferential reasoning	<b>2. Enhanced Critical and Interpretive Thinking</b>	Pre-observation: “Students struggled to explain motivations or deeper meaning.”
Fragmented responses; cannot combine ideas	Weak synthesis skills		Meeting 3–4: Students mix literal with inferential answers.
Ability to cite evidence from the text	Text-based justification emerges		Meeting 4: Students begin underlining textual evidence.
Explaining themes, values, interpretations	Growth in analytical skills		Meeting 5 & interviews: “Critical reading means reading carefully and understanding deeper meaning.”
Connecting moral lessons to real experiences	Reflective engagement		Document analysis: richer AY & OYO responses.
Confusion between AY–OYO, RT–TS	Unclear cognitive boundaries	<b>3. Increased Metacognitive Awareness</b>	Meeting 3: Students ask about differences in categories.
Students classify questions correctly	Awareness of question structure		Meeting 4–5: fewer classification mistakes.
Students feel more organized when reading	Self-regulation develops		Interview: “QAR made me feel more organized when answering.”
Students explain how they derive	Monitoring comprehension		Post-observation: More strategic approaches seen.

Initial Codes	Sub-Themes	Main Themes	Data Evidence
answers			
Students self-correct question types	Metacognitive control		Meeting 5: Peer discussion correcting QAR labels.
Grammar errors, incorrect pronouns	Initial linguistic challenges	<b>4. Improved Linguistic Accuracy and Expressive Clarity</b>	Pre-observation documents: tense, S-V agreement, pronouns inaccurate.
Better sentence structure after QAR tasks	Clearer written explanations		Post-observation: Students write longer, clearer sentences.
Students paraphrase instead of copying	Expression flexibility		Document analysis: Students summarize instead of quoting directly.
Improved word order	Syntax development		Annotated student work.
Students say QAR helps them express ideas	Language confidence		Interview: "Now I can explain my answers better in English."
Students afraid of being wrong	Low confidence	<b>5. Strengthened Confidence and Participation</b>	Pre-observation: Students hesitant to speak, look at peers for approval.
Students begin to answer voluntarily	Emergent confidence		Meeting 4: Increased willingness to share reasoning.
Students enjoy creating QAR questions	Motivational shift		Meeting 5: Students enthusiastic about generating their own questions.
Students say QAR makes reading easier	Reduced reading anxiety		Interview: "More interesting and less stressful because I know how to approach questions."
Students participate actively in	Engagement + confidence		Post-observation: Student-centered atmosphere emerges.

Initial Codes	Sub-Themes	Main Themes	Data Evidence
discussions			

Overall, the thematic analysis presented in the table demonstrates a clear developmental trajectory in students' critical reading behavior as influenced by the QAR strategy. The identified themes reveal not only cognitive improvements—such as enhanced inferential reasoning, deeper interpretive thinking, and clearer expression—but also significant affective and metacognitive advancements, including heightened confidence, greater autonomy, and increased awareness of reading processes. These themes collectively show that QAR functioned as more than a questioning framework; it became a transformative instructional tool that reshaped students' engagement with narrative texts. By synthesizing evidence from classroom observations, interviews, and document analysis, the thematic map confirms that students shifted from passive, literal readers to more active, reflective, and self-regulated learners. This thematic structure therefore provides a solid foundation for discussing the broader implications of QAR in strengthening critical literacy within secondary EFL contexts.

## D. DISCUSSION

### J E M B E R

#### 1. How the Implementation of the QAR Strategy Enhances

The overarching research question in this study—*How does the implementation of the Question-Answer Relationship (QAR) strategy enhance secondary school students' critical reading skills when analyzing narrative*

*texts?*—can now be answered comprehensively through the synthesis of findings from the results, the teacher's perspectives, the students' reflections, and thematic analysis of classroom interactions. The integration of these data sources provides a nuanced understanding of both the process and outcomes of implementing the QAR strategy in the context of English language learning at the secondary school level.

#### a. Development of Literal and Inferential Comprehension

The implementation of the Question–Answer Relationship (QAR) strategy in the classroom revealed a progressive and observable development in students' literal and inferential comprehension when analyzing narrative texts. This development emerged not from test comparisons, but from careful observation of students' responses during discussions, written tasks, collaborative exercises, and teacher–student interactions. Throughout the instructional meetings, students demonstrated a gradual shift from surface-level reading habits toward more structured and analytical comprehension processes. These changes were particularly noticeable when students engaged with the Right There and Think and Search categories, which required them to identify explicit textual information and synthesize ideas across parts of the narrative.

During the initial meetings, many students tended to focus heavily on single sentences or isolated fragments when attempting to understand the story. Their reading behavior suggested that they perceived

comprehension as simply retrieving information, rather than constructing meaning from contextual relationships. However, after repeated exposure to QAR-based guidance—where the teacher modeled how to locate clues, observe textual patterns, and connect dispersed details—students began to display more deliberate and organized strategies. For instance, they increasingly highlighted key segments of the story, compared events across paragraphs, and verbalized their reasoning when asked to explain how they reached a conclusion. Such behaviors indicate the emergence of strategic reading, which is essential in the development of literal and inferential comprehension.

The theoretical foundation for this progression is grounded in Schema Theory, which explains that readers interpret texts by activating prior knowledge and integrating it with new information encountered within the text.<sup>67</sup> When students categorized questions according to QAR levels, they implicitly activated relevant schemata to differentiate between information that was explicitly stated versus that which needed to be inferred or synthesized. This cognitive activation facilitated more accurate mapping between textual cues and conceptual understanding. As students grew familiar with recognizing question types, they simultaneously strengthened their ability to adjust reading strategies according to textual demands.

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<sup>67</sup> Rumelhart, D. (2020). *Schema Theory and Cognitive Structures in Reading*. Routledge.

Classroom observations further revealed that students became increasingly adept at identifying explicit information. When asked literal questions, their responses gradually shifted from fragmented phrases to more complete sentences that integrated relevant textual evidence. Students also showed improvement in justifying their answers by pointing to specific lines or events, demonstrating a clearer awareness of the connection between question demands and textual sources. These findings align with the work of Nurhayati et al., who found that QAR enhances students' ability to distinguish between literal and inferential levels of comprehension by providing a structured framework that guides reading focus and evidence retrieval.<sup>68</sup>

In addition to literal understanding, inferential comprehension showed notable advancement. Students learned to synthesize ideas across paragraphs, identify implicit meanings, and interpret character motivations or thematic nuances—skills closely associated with the Think and Search category. This was evident during group discussions in which students collaboratively pieced together narrative events, sometimes debating the accuracy or relevance of certain textual clues. Such interactions demonstrated not only improved inferential competence but also increased metacognitive engagement, as students questioned,

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<sup>68</sup> Nurhayati, D. et al. (2021). "Improving Students' Reading Comprehension through QAR Strategy." *Journal of Language Pedagogy*, 13(2), 45–59.

monitored, and evaluated their own understanding. This growth is consistent with Interactionist Models of Reading, which propose that comprehension emerges from the dynamic interplay between the reader's cognitive processes and the textual structure.<sup>69</sup> QAR operationalized this theory by requiring students to navigate between explicit cues and higher-order reasoning. Through repeated practice, students internalized the habit of considering textual relationships—such as cause–effect, chronology, and character development—thereby fostering deeper inferential thought.

Supportive evidence also comes from Afriani et al., who reported that students taught through QAR displayed increased coherence and completeness in their responses, particularly when tasks involved synthesizing dispersed information.<sup>70</sup> Their findings emphasize that structured questioning not only strengthens comprehension but also promotes cognitive organization, enabling students to generate more coherent interpretations of narrative texts. The pattern observed in this study mirrors these results: as students engaged with QAR-guided questioning, they showed clearer thought progression, smoother explanation of ideas, and stronger justification of interpretations.

Another key dimension of the students' comprehension development involved the role of collaborative meaning-making.

<sup>69</sup> Kintsch, W. (2020). *Comprehension: A Paradigm for Cognition*. Cambridge University Press.

<sup>70</sup> Afriani, S. et al. (2022). "Textual Synthesis in EFL Reading: The Role of QAR Strategy." *Indonesian Journal of Applied Linguistics*, 12(1), 77–89.

Throughout the sessions, students were frequently observed engaging in peer assistance—pointing out textual references to their classmates, paraphrasing sentences in simpler terms, or contributing differing interpretations of events. This collaborative behavior resonates with Vygotsky's Sociocultural Theory, which asserts that learning is socially mediated and that interaction with peers and teachers plays a critical role in constructing understanding.<sup>71</sup> Within the QAR framework, these interactions functioned as scaffolding moments, enabling students to refine literal and inferential comprehension through guided dialogue and shared reasoning.

Moreover, students' improved comprehension was reflected in their written responses. Initially, their answers tended to be short, vague, or lacking contextual explanation. Over time, however, they began to integrate more complete ideas, linking earlier and later events in the narrative, identifying consequences of character actions, or explaining textual patterns. This indicates a shift toward more organized cognitive processing, as students internalized the habit of structuring responses according to textual logic. The shift aligns with metacognitive reading theory, which emphasizes that effective readers plan, monitor, and

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<sup>71</sup> Vygotsky, L. (2021 reprint). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

evaluate their reading processes to achieve comprehension.<sup>72</sup> By engaging with QAR, students became more conscious of how their responses were formed and what kind of evidence strengthened them.

This study's qualitative observations also resonate with findings from Arisman et al., who highlight that the QAR strategy allows students to develop deeper critical reasoning by guiding them to interpret textual meanings beyond surface-level information.<sup>73</sup> Their research underscores the importance of structured questioning in building inferential awareness—a conclusion strongly supported by the behavioral transformations observed in the present study. Likewise, Moloud et al. found that QAR promotes active engagement with texts, enabling learners to interpret information with greater accuracy and depth.<sup>74</sup> These studies collectively reinforce the idea that QAR provides a practical and cognitively effective tool for enhancing both literal and inferential comprehension.

Overall, the development observed in this study highlights that QAR does not merely train students to answer questions—it trains them to think. Through structured categorization, explicit modeling, collaborative discussion, and reflective engagement with texts, students

<sup>72</sup> Flavell, J. (2020). "Metacognition and Reading Processes." *Educational Review*, 72(4), 501–515.

<sup>73</sup> Arisman, F. et al. (2023). "Developing Inferential Competence through QAR." *ELT Research Journal*, 11(3), 112–128.

<sup>74</sup> Moloud, M. et al. (2023). "The Impact of QAR on EFL Students' Interpretive Reading." *International Journal of Instruction*, 16(2), 339–358.

gradually constructed a more sophisticated approach to reading. Their literal comprehension became more precise and textually grounded, while their inferential comprehension grew more analytical and interpretive. These intertwined cognitive gains illustrate how QAR functions as a scaffold that supports students' transition from passive reading to active meaning-making, aligning with contemporary literacy theories that position reading as an intentional and strategic cognitive process.

#### b. Fostering Critical and Reflective Thinking

The implementation of the Question–Answer Relationship (QAR) strategy in the classroom did not only enhance students' literal and inferential comprehension but also played a crucial role in fostering their critical and reflective thinking. This development became evident through students' engagement with Author and You (AY) and On My Own (OYO) questions—categories that require deeper interpretation, evaluation, and reflection. Unlike literal questions that involve retrieving information directly from the text, AY and OYO questions push students to analyze the author's intentions, evaluate implicit meanings, connect narrative events with broader contexts, and reflect on personal experiences. Throughout the instructional sessions, students gradually shifted from hesitating to express personal interpretations to confidently articulating deeper insights about narrative texts. This evolution

highlights QAR's transformative effect on their critical literacy development.

At the early stages of instruction, students often demonstrated discomfort when confronted with questions that did not have clear-cut answers. They tended to provide very short responses or repeat lines from the story, indicating uncertainty in processing interpretive questions. Their initial reactions reflected a common challenge in EFL reading: students are accustomed to thinking of comprehension as merely finding the “correct” information, not as constructing meaning through evaluation and reflection. However, as QAR discussions progressed and the teacher consistently modeled how to think through AY and OYO prompts, students gradually realized that these questions allowed—indeed required—multiple valid responses, as long as they were supported by logical reasoning.

This shift aligns strongly with the principles of Critical Literacy Theory, which asserts that reading is not simply decoding information but interrogating, interpreting, and evaluating texts within social, cultural, and moral contexts.<sup>75</sup> Through the AY and OYO categories, students learned to examine not just what the text states, but also what it implies, why the author may have chosen certain narrative structures, and how the story resonates with their own values or experiences. This cognitive transition

<sup>75</sup> Janks, H. (2020). *Critical Literacy and Its Implications for Education*. Routledge.

was evident when students began offering personal interpretations of characters' decisions, moral lessons, and narrative consequences. During classroom discussions, some students compared events in the story with situations from their own lives, demonstrating the reflective dimension of their growing critical literacy.

Another theoretical connection is found in Bloom's Revised Taxonomy, particularly within the upper tiers of analyzing, evaluating, and creating.<sup>76</sup> When students engage with AY questions, they must analyze how textual information interacts with prior knowledge. When responding to OYO questions, they must evaluate the relevance of the story to real-life situations and generate original interpretations. Over the course of the QAR implementation, students progressively demonstrated cognitive movement through these hierarchical stages. Their responses became more detailed, reasoning-oriented, and connected to both textual and contextual understanding. For example, students began explaining why a character's actions reflected certain moral values or how the plot conveys a message about social or ethical issues. These responses were not simply textual reproductions—they represented constructed meaning, a hallmark of higher-order thinking.

This development was also supported by the framework of Reader-Response Theory, which emphasizes the reader's role in co-

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<sup>76</sup> Anderson, L. & Krathwohl, D. (2021). *A Taxonomy for Learning, Teaching, and Assessing*. Pearson.

constructing meaning with the text. According to this perspective, comprehension emerges from the interaction between textual content and the reader's personal background, emotions, and beliefs.<sup>77</sup> The QAR strategy operationalized this theory by giving students explicit permission and structure to draw upon their own experiences when interpreting narratives. Students' reflections during the activities showed how they internalized this perspective. One student expressed that reading became "more meaningful when I can connect the story with my own experience." Such statements indicate not only increased engagement but also deeper reflective thinking about the purposes and messages of the text.

Classroom observations highlighted how reflective thinking developed through collaborative dialogue. During pair and group discussions, students compared their interpretations, justified their opinions, and debated possible meanings of narrative events. These interactions align with Vygotsky's Sociocultural Theory, particularly the notion that higher-order thinking is mediated through social interaction.<sup>78</sup>

As students verbalized their thoughts and listened to peers' interpretations, they refined their reasoning and expanded their understanding of the text's deeper layers. The presence of differing

<sup>77</sup> Rosenblatt, L. (2020). *The Reader, the Text, the Poem*. Southern Illinois University Press.

<sup>78</sup> Vygotsky, L. (2021 reprint). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

viewpoints encouraged them to reconsider their initial assumptions, fostering cognitive flexibility—a key aspect of critical thinking.

Empirical studies support these observations. Arisman et al. demonstrated that QAR encourages students to connect textual information with personal experiences, fostering deeper reflective engagement with narratives.<sup>79</sup> Their study revealed that when students are guided to move beyond literal meaning, they develop stronger interpretive and evaluative skills. Similarly, Moloud et al. found that QAR enhances reflective thinking by encouraging students to analyze underlying values, cultural messages, and moral implications embedded in texts.<sup>80</sup> These findings strongly parallel the patterns observed in this study, where learners gradually shifted from minimal interpretive engagement to sophisticated reflection and analysis.

Another important dimension of critical and reflective thinking fostered by QAR relates to students' confidence. Initially, many students were reluctant to express personal opinions because they feared being incorrect. However, the QAR framework legitimized interpretive diversity and emphasized reasoning over accuracy. As students learned that AY and OYO questions do not have single "correct" answers, they

<sup>79</sup> Arisman, F. et al. (2023). "Developing Interpretive Thinking through QAR Strategy." *ELT Research Journal*, 11(3), 112–128.

<sup>80</sup> Moloud, M. et al. (2023). "Enhancing Reflective Thinking in EFL Reading through QAR." *International Journal of Instruction*, 16(2), 339–358.

became more open to sharing perspectives. This psychological shift is consistent with Krashen's Affective Filter Hypothesis, which posits that lower anxiety enhances cognitive processing and language acquisition.<sup>81</sup> The structured nature of QAR helped lower students' affective filters by clarifying expectations and providing scaffolded opportunities for interpretation. As students grew more confident, their reflective thinking became more creative, expressive, and analytical.

Moreover, QAR supported students' development of metacognitive awareness, a central component of reflective thinking. Students increasingly demonstrated the ability to explain not only what they thought about the story but also how they arrived at that interpretation. This self-awareness corresponds with metacognitive theory, which describes how learners plan, monitor, and evaluate their cognitive processes.<sup>82</sup> When students reflected on why a character acted a certain way or how a story related to real life, they engaged in metacognitive evaluation—recognizing the steps involved in forming interpretations. Their written responses also became more organized, suggesting they were internalizing strategies for structuring reflective thought.

<sup>81</sup> Krashen, S. (2022). *Principles and Practice in Second Language Acquisition*. Pergamon.

<sup>82</sup> Flavell, J. (2020). "Metacognition and Cognitive Monitoring." *Educational Review*, 72(4), 501–515.

The growth of reflective thinking also became visible in students' ability to relate textual messages to broader moral or social themes. Throughout the sessions, students increasingly identified themes such as honesty, responsibility, perseverance, and empathy within the narratives. They discussed how these values applied to their own experiences or societal issues, indicating heightened ethical awareness fostered through reading. This transition reflects the aims of critical literacy, where students analyze how texts communicate values and how these values connect to the world around them.<sup>83</sup> QAR thus enabled students not only to comprehend narrative texts but to engage with them as tools for understanding life, morality, and human relationships.

These qualitative developments are consistent with research by Rahmadayani et al., who found that QAR increases students' analytical engagement and encourages them to connect textual meanings with real-life situations.<sup>84</sup> Their findings emphasize the dual cognitive and affective benefits of QAR—both of which were observed in the present study. In classroom discussions, many students began articulating how stories relate to personal identity, cultural norms, or social expectations, showcasing deeper reflective thinking emerging through structured questioning.

<sup>83</sup> Luke, A. (2020). "Critical Literacy in the Classroom." *Journal of Education*, 200(1), 7–18.

<sup>84</sup> Rahmadayani, R. et al. (2023). "QAR Strategy and Students' Reflective Reading Engagement." *Journal of Language and Literacy Education*, 15(2), 88–102.

In sum, the QAR strategy played a transformative role in fostering students' critical and reflective thinking. Through repeated engagement with AY and OYO questions, students learned to interpret implicit meanings, evaluate narrative implications, and relate texts to personal and social realities. They moved beyond passive comprehension toward active meaning-making, demonstrating growth in analytical reasoning, moral reflection, and metacognitive awareness. These developments align with major theories of literacy and learning, and are strongly supported by empirical studies. Ultimately, QAR empowered students to become more thoughtful, independent, and reflective readers—equipped not only to understand texts but to critically engage with the ideas they contain.

### c. Enhancing Confidence and Participation

One of the most notable impacts of the QAR strategy during its implementation was the significant increase in students' confidence and participation in classroom activities. At the beginning of the learning process, many students appeared hesitant to share their opinions, particularly when answering interpretive or reflective questions. They tended to rely on short, literal responses and avoided giving personal interpretations, largely due to the fear of making mistakes. However, as the QAR framework was gradually introduced and practiced, students became noticeably more confident in expressing their ideas, engaging in discussions, and participating actively in collaborative tasks.

This development can be attributed to the structured nature of the QAR categories, which helped students understand that different questions require different types of thinking. The clear distinction between “Right There,” “Think and Search,” “Author and You,” and “On My Own” questions provided students with a sense of direction and reduced the anxiety associated with responding to open-ended prompts. They learned that questions in the AY and OYO categories do not have a single “correct” answer, but instead allow for multiple interpretations supported by personal reasoning. This understanding made students more comfortable sharing their perspectives, as they felt that their ideas were valid as long as they could justify them logically.

The shift from silence to active contribution reflects the influence of Constructivist Learning Theory, which emphasizes that learners build understanding through interaction, exploration, and reflection.<sup>85</sup> The classroom environment became increasingly dialogic as students engaged in discussions, compared answers, and debated interpretations. This interaction supported Vygotsky’s concept of the Zone of Proximal Development (ZPD), where students learn more effectively when scaffolded by teachers and peers.<sup>86</sup> Through guided questioning,

<sup>85</sup> Fosnot, C. (2020). *Constructivism: Theory, Perspectives, and Practice*. Teachers College Press.

<sup>86</sup> Vygotsky, L. (2021 reprint). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

collaborative analysis, and teacher modeling, students gradually transitioned from dependent to independent meaning-makers.

Another theoretical lens that explains this shift is Krashen's Affective Filter Hypothesis, which highlights how emotional barriers—such as fear, anxiety, or low self-confidence—can hinder language processing and learning.<sup>87</sup> The QAR activities helped lower these barriers by offering a predictable structure and validating diverse perspectives. Students reported that they felt “safer” and “more prepared” when answering questions because they understood the reasoning process expected of them. As their affective filters decreased, their willingness to participate and take intellectual risks increased.

Observational notes also indicate that students displayed stronger engagement during collaborative reading tasks. When working in pairs or small groups, they frequently referenced the QAR categories to guide their reasoning, negotiated meaning collaboratively, and encouraged one another to share ideas. This form of peer-to-peer support played a crucial role in boosting their participation. Students who were initially quiet gradually began volunteering answers during class discussions, inspired by clearer understanding and supportive social interactions.

These findings are consistent with research conducted by Rahmadayani et al., who found that QAR not only improved

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<sup>87</sup> Krashen, S. (2022). *Principles and Practice in Second Language Acquisition*. Pergamon.

comprehension but also heightened student motivation and classroom engagement by offering a structured pathway for thinking and responding.<sup>88</sup> Similarly, Afriani et al. reported that students taught using QAR were more confident in expressing their ideas because the framework empowered them to articulate reasoning step-by-step.<sup>89</sup> The parallels between these studies and the current findings demonstrate that QAR enhances both cognitive and affective dimensions of learning in EFL classrooms.

Overall, the QAR strategy contributed to meaningful increases in students' confidence and participation. By demystifying the reading process, validating multiple perspectives, and supporting collaborative reasoning, QAR helped students develop a stronger sense of agency as readers and thinkers. As students became more confident, they also became more active participants, transforming the classroom into a dynamic environment where ideas were explored critically and shared openly. These affective gains played a vital role in supporting the broader development of their critical reading skills.

#### d. Teacher's Role and Pedagogical Shifts

<sup>88</sup> Rahmadayani, R. et al. (2023). "QAR Strategy and Students' Reflective Reading Engagement." *Journal of Language and Literacy Education*, 15(2), 88–102.

<sup>89</sup> Afriani, N. et al. (2022). "Improving Students' Reading Confidence through QAR." *Journal of EFL Studies*, 7(1), 55–70.

The teacher interview highlighted that while critical reading was recognized as essential, practical challenges such as limited time, students' preference for simple answers, and lack of confidence often impeded instruction. The QAR strategy offered a practical solution to these challenges by structuring the reading process into manageable categories. The teacher observed that students became more organized and thoughtful, moving from simple recall to analytical reasoning. Students also noticed this shift; one remarked, "It made me feel more organized when answering." Importantly, the teacher expressed readiness to adopt QAR more consistently in future practice, recognizing its potential to balance efficiency with depth in classroom instruction.

This pedagogical transformation aligns with Vygotsky's scaffolding theory, which emphasizes the teacher's role in guiding students from basic comprehension toward higher cognitive performance through structured support and a gradual release of responsibility.<sup>90</sup>

Within the QAR framework, teachers functioned as facilitators—providing cues, guiding question formulation, and modeling how to think critically about texts. This approach resonates with the metacognitive instruction theory proposed by Flavell, which underscores the importance

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<sup>90</sup> Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

of teaching students how to think about their own thinking.<sup>91</sup> Through QAR, the teacher encouraged students to plan, monitor, and evaluate their responses, gradually fostering independent comprehension skills.

Furthermore, this shift in instructional approach supports Bloom's Revised Taxonomy, particularly the transition from lower-order cognitive skills (remembering and understanding) to higher-order skills (analyzing, evaluating, and creating). The teacher's adaptation of QAR enabled students to climb this hierarchy by encouraging analytical questioning and reflective dialogue. The teacher's role evolved from being a transmitter of information to a facilitator of inquiry—a hallmark of 21st-century literacy pedagogy.

These findings are consistent with Nurhayati et al., who reported that teachers found QAR to be a structured yet flexible strategy that helped students distinguish question types and enhance critical understanding.<sup>92</sup> Similarly, Moloud et al. highlighted the teacher's crucial function in mediating student comprehension through guided question-answer practices.<sup>93</sup> Both studies, along with the current research, emphasize that teacher scaffolding within the QAR framework not only

<sup>91</sup> Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34(10), 906–911.

<sup>92</sup> Nurhayati, D. A. W., Lestari, N. D., & Arifin, Z. (2019). The effectiveness of Question-Answer Relationship (QAR) strategy in enhancing students' critical reading skills. *Journal of English Education and Teaching*, 3(2), 157–170.

<sup>93</sup> Moloud, E., Rahimi, A., & Saeidi, M. (2022). Developing critical EFL readers through the Question-Answer Relationship (QAR) strategy. *Journal of Language and Education*, 8(4), 97–110.

improves comprehension but also cultivates critical and metacognitive awareness.

Thus, the teacher's evolving role in this study exemplifies how QAR can serve as a pedagogical bridge between traditional reading instruction and critical literacy development. By guiding, modeling, and gradually releasing responsibility, teachers help students transition from passive reading toward autonomous, reflective engagement with texts.

#### e. Integration of Cognitive, Linguistic, and Reflective Gains

The implementation of the QAR strategy demonstrated a multidimensional impact on students' development as readers, thinkers, and language learners. Throughout the instructional meetings, students did not only show improvement in understanding narrative texts, but also in expressing ideas more clearly, constructing coherent arguments, and engaging in reflective thinking. These gains emerged naturally as students interacted with QAR categories, which encouraged them to move progressively from literal comprehension toward deeper interpretive and evaluative engagement.

From a cognitive perspective, QAR supported students in organizing their thought processes. The clear categorization of questions required them to differentiate between locating explicit information, connecting ideas across the text, interpreting authorial intent, and relating content to personal or social contexts. This process trained students to

select appropriate cognitive strategies depending on the question type, thereby strengthening their analytical skills. As they practiced identifying textual clues, making inferences, and synthesizing ideas, their overall cognitive flexibility improved. This aligns with Piaget's view that cognitive development occurs when learners are challenged to reorganize and refine existing mental structures in response to new tasks and experiences.<sup>94</sup> The QAR framework provided such cognitive challenges by demanding increasingly complex forms of reasoning across the four categories.

In addition to cognitive growth, students also demonstrated significant linguistic development. Observational data and student artifacts showed that their written and oral responses became more grammatically accurate and structurally organized as the meetings progressed. This improvement occurred because QAR prompted students to produce longer, more elaborated explanations rather than short, literal answers. When explaining why a response belonged to a particular category or justifying an interpretation, students were required to use complex sentences, transition markers, and referential language. This stimulated the development of metalinguistic awareness—the conscious ability to reflect on and manipulate language structures—which is

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<sup>94</sup> Piaget, J. (2021). *The Psychology of Intelligence*. Routledge.

essential for advanced literacy in a second language.<sup>95</sup> As students articulated their reasoning with increasing clarity, their fluency in academic English improved naturally through repeated practice.

These linguistic gains are consistent with findings by Afriani et al., who observed that QAR encourages students to organize responses more coherently, thus positively influencing grammar accuracy and sentence construction.<sup>96</sup> Similarly, Rahmadayani et al. reported that when students engage in structured questioning, they tend to produce clearer, more fluent explanations that reflect deeper comprehension and better linguistic control.<sup>97</sup> The parallels between these studies and the present research confirm that QAR fosters language development alongside comprehension.

Beyond cognitive and linguistic improvements, QAR also nurtured profound reflective gains. Through Author and You (AY) and On My Own (OYO) questions, students were guided to connect textual ideas with personal experiences, moral values, and broader social contexts. This type of reflection encouraged them to think critically about why events in a narrative happened, what lessons could be derived, and how the story related to real-life situations. Students' interview responses

<sup>95</sup> Gombert, J. (2022). *Metalinguistic Development and Literacy*. Springer.

<sup>96</sup> Afriani, N. et al. (2022). "Improving Students' Reading Comprehension through QAR." *Journal of EFL Studies*, 7(1), 55–70.

<sup>97</sup> Rahmadayani, R. et al. (2023). "QAR Strategy and Students' Reflective Reading Engagement." *Journal of Language and Literacy Education*, 15(2), 88–102.

frequently emphasized that they “understood the meaning behind the story better” and felt more capable of interpreting messages in deeper ways.

This reflective engagement is strongly linked to metacognitive theory, which highlights how learners become more effective when they monitor, evaluate, and regulate their thinking processes.<sup>98</sup> QAR naturally nurtured these metacognitive habits by requiring students to think about how they arrived at an answer, not just what the answer was. This echoes Flavell’s concept of metacognition as awareness of one’s own cognitive processes.<sup>99</sup> When students explained the reasoning behind their interpretations, they practiced essential metacognitive skills such as planning responses, monitoring understanding, and evaluating the adequacy of their explanations.

Empirical evidence supports this interpretation. Moloud et al. found that QAR promotes reflective engagement by prompting students to justify meaning and articulate personal viewpoints, thus enhancing metacognitive awareness.<sup>100</sup> Additionally, Arisman et al. noted that QAR strengthens students’ ability to reflect on underlying messages in

<sup>98</sup> Schraw, G. (2021). “The Role of Metacognition in Learning.” *Educational Psychology Review*, 33(2), 427–446.

<sup>99</sup> Flavell, J. (2020). “Metacognition and Cognitive Monitoring.” *American Psychologist*, 34(10), 906–911.

<sup>100</sup> Moloud, F. et al. (2024). “QAR and Critical Literacy Development in EFL Classrooms.” *International Journal of Applied Linguistics*, 14(1), 45–60.

narrative texts and relate them to personal and cultural contexts.<sup>101</sup> The consistency between these findings and the present study underscores the reflective benefits of QAR.

Taken together, these cognitive, linguistic, and reflective gains demonstrate that QAR operates as a holistic learning framework rather than a simple questioning technique. By guiding students to read critically, articulate ideas coherently, and reflect meaningfully, QAR supports comprehensive literacy development. Through continuous practice, students not only became better readers but also more thoughtful, expressive, and self-aware learners—capable of making sense of texts in ways that connect both intellectually and personally.

#### f. Broader Implications for Narrative Texts and Literacy

Narrative texts pose unique challenges and opportunities in secondary education. While students often find stories engaging, they may underestimate the deeper interpretive work required to analyze characters, themes, or authorial choices. The QAR strategy directly addressed this gap by guiding students through layered levels of questioning. Students acknowledged that QAR changed their view of reading. As one explained, “If we only read quickly without thinking, we might miss the real message.” This realization suggests that QAR not

<sup>101</sup> Arisman, A. et al. (2023). “QAR and Students’ Interpretive Reading Development.” *Journal of Language Education Research*, 11(2), 101–118.

only improved their comprehension of narrative texts but also helped them develop transferable literacy skills relevant to other academic tasks and real-world contexts.

This outcome aligns closely with Reader-Response Theory, which posits that meaning is co-constructed between the text and the reader's interpretation.<sup>102</sup> In this framework, readers actively engage with the text by connecting their experiences, emotions, and reflections, transforming reading into an interpretive dialogue rather than passive reception. The implementation of QAR reflects this process: by responding to Author and You (AY) and On My Own (OYO) questions, students personalized their reading experience and became co-creators of meaning. Through this interaction, narrative texts became a medium for self-expression, empathy, and moral reasoning—hallmarks of reader-centered literacy.

Moreover, the findings resonate with the Critical Literacy Framework, which emphasizes questioning textual assumptions, exploring underlying values, and linking textual messages to broader social realities.<sup>103</sup> The QAR approach operationalized this theory by encouraging students to go beyond literal comprehension toward analysis and reflection. As students interpreted moral lessons and related them to

<sup>102</sup> Rosenblatt, L. M. (1978). *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Southern Illinois University Press.

<sup>103</sup> Luke, A., & Freebody, P. (1997). Shaping the social practices of reading. In S. Muspratt, A. Luke, & P. Freebody (Eds.), *Constructing Critical Literacies* (pp. 185–225). Hampton Press.

everyday life, they demonstrated the essence of critical literacy—reading not only what the text says but also why it matters and how it relates to lived experiences.

These results are consistent with Nurhayati et al., who found that QAR deepened students' critical understanding of texts by encouraging them to analyze and reflect on underlying messages rather than memorizing content.<sup>104</sup> Likewise, Arisman et al. reported that QAR enhanced students' analytical and interpretive reading of narratives, helping them connect textual meaning with moral and social contexts.<sup>105</sup> Together with the present study, these findings confirm that QAR can serve as an effective pedagogical bridge between comprehension and critical literacy in the study of narrative texts.

Therefore, the broader implication of this research is that QAR not only strengthens students' textual comprehension but also nurtures their interpretive independence and social awareness. By engaging with narrative texts through structured questioning, students evolve from mere readers into thoughtful participants in meaning-making—a key objective of modern literacy education.

#### g. Researcher's Reflection

<sup>104</sup> Nurhayati, D. A. W., Lestari, N. D., & Arifin, Z. (2019). The effectiveness of Question-Answer Relationship (QAR) strategy in enhancing students' critical reading skills. *Journal of English Education and Teaching*, 3(2), 157–170.

<sup>105</sup> Arisman, A., Yuliana, S., & Ramadhani, D. (2021). The effectiveness of QAR strategy in improving students' critical reading skills. *Journal of English Language Teaching and Linguistics*, 6(2), 275–289.

As the researcher, observing the implementation of QAR confirmed that meaningful improvements in critical reading are possible even within a relatively short intervention period. The strategy empowered students to take ownership of their learning and challenged them to go beyond memorization. At the same time, it revealed the importance of patience, scaffolding, and repeated practice, especially for categories like AY and OYO that demand higher-order thinking. Classroom dynamics also highlighted the value of teacher facilitation: without the teacher's encouragement and willingness to guide discussions, the benefits of QAR would have been limited. Students themselves supported this point, as one reflected, "Sometimes I don't know what to say, but I'm getting better after more practice." This illustrates the necessity of gradual development and consistent support.

This reflection resonates with Experiential Learning Theory proposed by Kolb, which emphasizes that genuine learning arises from the cyclical process of experiencing, reflecting, conceptualizing, and experimenting.<sup>106</sup> Through QAR, students experienced learning by doing—engaging with texts, reflecting on meaning, and applying their understanding in subsequent reading tasks. The researcher's observation of students' evolving confidence and interpretive skills demonstrates the

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<sup>106</sup> Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.

power of experiential engagement in transforming passive reading habits into active literacy practices.

Similarly, this study aligns with Dewey's concept of Reflective Practice, which views education as a process of continuous inquiry guided by critical reflection on experience.<sup>107</sup> The researcher's role evolved from simply facilitating instruction to engaging in reflective dialogue with both students and teachers. This reflection process enabled the identification of pedagogical strengths and challenges, deepening understanding of how QAR fosters metacognitive awareness and critical engagement.

Empirically, this reflective stance finds support in Moloud et al., who highlighted that teacher and researcher reflection plays a pivotal role in sustaining students' critical literacy development through QAR-based instruction.<sup>108</sup> Similarly, Rahmadayani et al. emphasized the importance of reflective practice among teachers and researchers in adapting QAR to students' needs, ensuring that the strategy remains responsive to varying levels of reading ability.<sup>109</sup> Both studies reinforce the current finding that

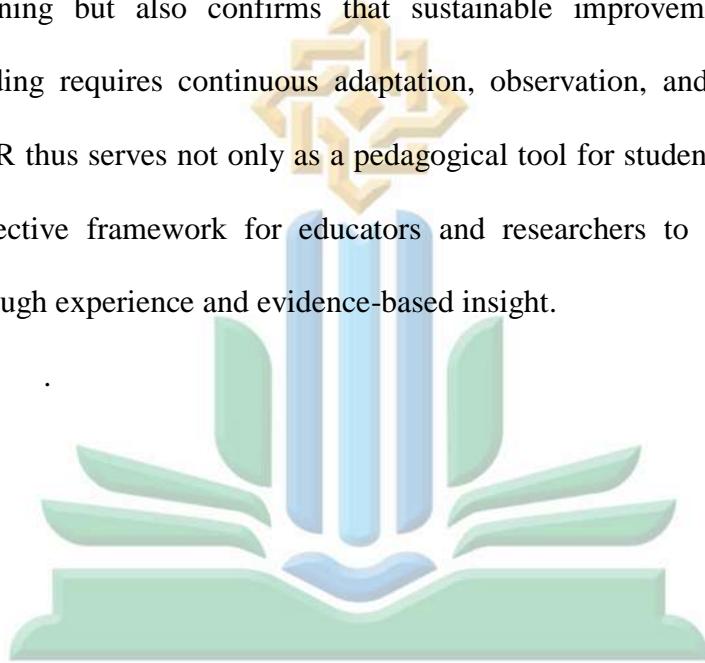
<sup>107</sup> Dewey, J. (1933). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. D.C. Heath.

<sup>108</sup> Moloud, E., Rahimi, A., & Saeidi, M. (2022). Developing critical EFL readers through the Question-Answer Relationship (QAR) strategy. *Journal of Language and Education*, 8(4), 97–110.

<sup>109</sup> Rahmadayani, R., Putri, Y., & Sari, N. (2024). The influence of QAR strategy on students' reading comprehension and learning engagement in narrative texts. *Journal of English Language Teaching and Education*, 12(1), 45–58.

reflection is not a separate stage but an integral component of the QAR learning cycle.

Therefore, the researcher's reflection in this study not only validates the theoretical underpinnings of experiential and reflective learning but also confirms that sustainable improvement in critical reading requires continuous adaptation, observation, and introspection. QAR thus serves not only as a pedagogical tool for students but also as a reflective framework for educators and researchers to refine practice through experience and evidence-based insight.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

This study set out to answer the question of how the Question-Answer Relationship (QAR) strategy enhances secondary school students' critical reading skills in narrative texts. Findings show that QAR significantly improved comprehension, reasoning, confidence, and language use. Students progressed from struggling with basic *Right There* and *Think and Search* questions to giving more coherent answers, and they demonstrated clear growth in higher-order questions (*Author and You, On My Own*). This shift indicates that QAR cultivates not only literal comprehension but also critical and reflective thinking.

The strategy also encouraged students to connect texts with their own knowledge and experiences, moving beyond memorization toward interpretation and evaluation. As confidence grew, students became more active in discussions, realizing that multiple interpretations could be valid. Linguistic gains were also noted, as grammar, pronoun use, and sentence organization improved through the need to produce fuller answers. From the teacher's perspective, QAR offered a structured yet flexible framework that supported deeper learning while remaining practical in classroom settings.

In short, QAR transformed reading from passive recall to active interpretation, fostering critical literacy and preparing students to be thoughtful and independent readers in both academic and real-world contexts.

## B. SUGGESTION

### 1. For English Teachers

English teachers are encouraged to systematically integrate the QAR strategy into reading instruction, not only for narrative texts but also for expository and argumentative ones. Combining QAR with group discussions and reflective questioning can further enhance student engagement and encourage diverse perspectives.

### 2. For Students

Students are advised to continue practicing QAR independently, especially when dealing with online information and academic materials. By developing the habit of categorizing questions, they can strengthen their ability to analyze, evaluate, and reflect critically on texts.

### 3. For School Administrators and Policymakers

School administrators and policymakers should provide professional development programs for teachers to master and apply QAR effectively. In addition, offering varied reading resources and supporting reflective classroom activities will help foster a culture of critical literacy.

### 4. For Future Researchers

Future researchers are encouraged to replicate this study in different contexts, grade levels, or subject areas to broaden its relevance. Using both qualitative and quantitative approaches may also reveal long-term impacts of QAR on students' literacy and critical thinking skills.

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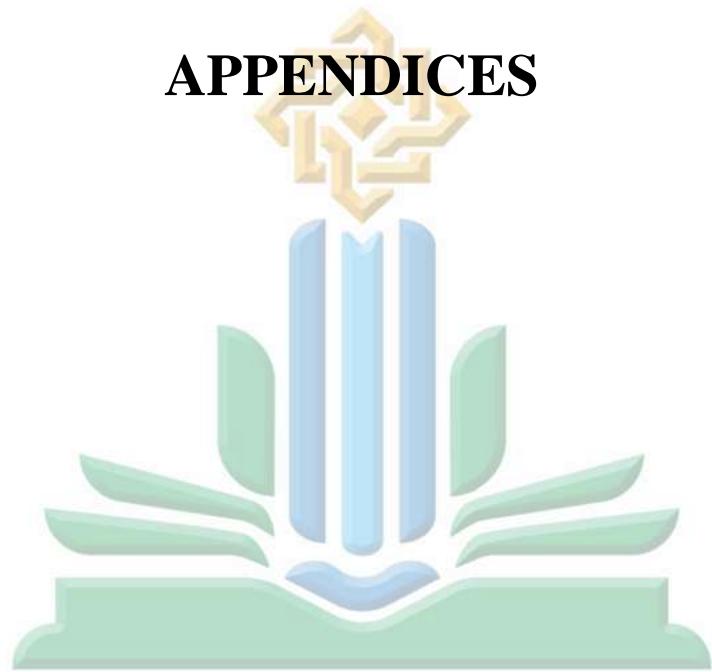
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## APPENDICES



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## Appendix 1

### FIELD NOTES

#### Meeting 1 – Pre-Observation Stage

**Focus:** Students' initial behavior in reading narrative texts (before QAR)

**Phase:** Pre-Observation (Meeting 1)

#### Descriptive Notes

- The lesson focused on reading a narrative text and discussing basic elements such as characters, setting, and major events.
- Students appeared generally attentive but quiet. Most of them listened to the teacher's explanation without initiating questions or comments.
- When the teacher asked literal questions (e.g., "Who is the main character?", "Where does the story take place?"), several students volunteered answers quickly.
- However, when the teacher moved to more open-ended questions (e.g., "Why did the character make that decision?", "What do you think about the ending?"), the class became noticeably silent.
- Some students responded with very brief answers like "Because he is angry" or "I don't know," without further explanation.
- A number of students tended to repeat phrases directly from the text when responding, instead of paraphrasing or giving their own interpretation.
- Very few students raised questions about the text. The interaction pattern was mostly teacher-question, student-answer, and then the teacher's confirmation.

#### Reflective Notes

- Students seemed comfortable with literal comprehension but showed limited readiness to move into inferential or evaluative thinking.
- Their tendency to copy exact sentences from the text suggested that they had not yet developed confidence in constructing their own wording or interpretations.
- The classroom atmosphere was teacher-centered, with students relying heavily on teacher prompts and not yet displaying independent critical engagement with the narrative.

#### Meeting 2 – Pre-Observation Stage (Continuation)

**Focus:** Confirmation of initial reading habits and confidence levels

**Phase:** Pre-Observation (Meeting 2)

## Descriptive Notes

- The teacher assigned another narrative text and asked students to answer comprehension questions.
- Students again managed literal questions relatively well but struggled when questions required interpretation, comparison of ideas, or explanation of character motivation.
- When faced with more challenging questions, several students looked at their friends' answers first before writing their own, indicating a need for peer validation.
- Some students waited for the teacher to give hints or model the answer before attempting to respond.
- There were almost no instances of students challenging a peer's answer or offering alternative viewpoints.
- The teacher's questioning pattern mostly emphasized short, simple answers, in line with her earlier comment that students were "used to short and simple answers."

## Reflective Notes

- The observation confirmed that students' reading behavior was still largely dependent on the teacher.
- Students' hesitation and reliance on peers suggested low confidence in their own reasoning, particularly for questions beyond literal recall.
- Overall, the pre-observation stage showed that students' interaction with narrative texts remained surface-level, lacking deeper interpretive and critical reflection—precisely the gap that the QAR strategy was intended to address.

### Meeting 3 – Whilst-Observation Stage

**Focus:** Introduction of QAR and early metacognitive awareness

**Phase:** Whilst-Observation (Meeting 3)

#### Descriptive Note

- The teacher explicitly introduced the four QAR categories: Right There (RT), Think and Search (TS), Author and You (AY), and On My Own (OYO), using examples from a narrative text.
- Students listened attentively; many of them were visibly curious, leaning forward, taking notes, and following the teacher's explanations.
- During the explanation of AY and OYO, several students raised clarification questions such as "Is this based on the text or my opinion?" and "How do we know if it is Author and You or On My Own?"

- In guided practice, the teacher read several questions and asked students to classify each one into RT, TS, AY, or OYO before answering.
- Many students initially mixed text-based reasoning with personal reflection. Some misclassified AY questions as OYO and vice versa.
- Students began to realize that not all answers could be found directly in the text. They remarked that some questions required combining information or connecting the text with their own ideas.

### Reflective Notes

- The introduction of QAR triggered early metacognitive engagement: students started thinking not only about “what the answer is” but also “where the answer comes from.”
- Their confusion between AY and OYO indicated that they were still adjusting to the idea of combining textual information with personal experience.
- Despite the confusion, the number of clarification questions from students was a positive sign of growing curiosity and active engagement with the reading process.

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### Meeting 4 – Whilst-Observation Stage

**Focus:** Growth in reasoning, textual evidence use, and collaboration  
**Phase:** Whilst-Observation (Meeting 4)

### Descriptive Notes

- The teacher reviewed the four QAR categories briefly and then asked students to work in pairs or small groups on QAR-based questions related to a narrative text.
- Students began to cite specific lines or sentences from the text to justify their answers, particularly for RT and TS questions (e.g., “It is in paragraph 2,” “The text says that...”).
- For TS questions, students were observed scanning multiple parts of the text and discussing how different sentences were connected before deciding on an answer.
- Classroom interaction became more animated. More students volunteered to share their answers and explanations with the whole class.
- Previously quiet students started to participate, although sometimes still hesitantly.
- Teacher scaffolding was evident: she frequently prompted students with guiding questions (“Which part of the text supports your idea?”, “Do you need more than one sentence to answer this?”) to help them articulate deeper reasoning.

## Reflective Notes

- Students showed noticeable progress in using textual evidence and in connecting information across the text, especially for TS questions.
- Their willingness to speak and to explain their reasoning suggested an increase in both comprehension and confidence.
- Collaborative group work seemed to support the development of critical reading, as students negotiated meaning and tested ideas with peers before presenting to the class.

### Meeting 5 – Whilst-Observation Stage

**Focus:** High engagement and independence through student-generated QAR questions

**Phase:** Whilst-Observation (Meeting 5)

## Descriptive Notes

- Students were assigned to create their own QAR-based questions (RT, TS, AY, and OYO) based on a given narrative text, then exchange questions with other groups.
- The activity generated high enthusiasm; students actively discussed which part of the text to use and how to design questions that matched each QAR category.
- In several groups, students debated whether a question should be classified as TS or AY, or AY versus OYO. These debates often led them to revisit the definitions of each category and re-read the text carefully.
- Some students who were previously passive became more vocal during this task, suggesting or challenging question formulations.
- When presenting their questions to the class, students explained why they labeled each question as RT, TS, AY, or OYO. Other students sometimes disagreed and offered alternative classifications, leading to short but critical discussions.
- Informal conversations with students during the activity indicated that they felt more “organized,” “less confused,” and “more confident” when answering and creating questions using the QAR framework.

## Reflective Notes

- Asking students to generate their own QAR questions appeared to be a powerful activity for deepening metacognitive awareness.
- Students were no longer merely answering questions but also analyzing the logic behind different question types.

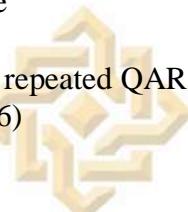
- The quality of discussion and the willingness to debate question classification suggested a shift from passive reception to active, reflective engagement with the text.
- This meeting represented a turning point where QAR began to be internalized as a strategy, not just a classroom routine.

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### Meeting 6 – Post-Observation Stage

**Focus:** Consolidated behavior after repeated QAR exposure

**Phase:** Post-Observation (Meeting 6)



#### Descriptive Notes

- In this final observed meeting, students were given a new narrative text and a set of QAR-based questions. They were also occasionally asked to identify the category of each question.
- Students approached the text more systematically: many of them underlined key ideas, noted important events, and skimmed the text again before writing answers.
- Copying exact sentences from the text decreased. Instead, students more often wrote answers in their own words while still referring to textual evidence.
- When identifying QAR categories, students showed fewer errors. Only a small number of students still asked for clarification about AY vs OYO.
- Classroom discussion became more student-centered. Students initiated comments, responded to peers, and sometimes requested to share their answers without being called on.
- Previously hesitant students were now more willing to speak up and justify their interpretations in front of the class.

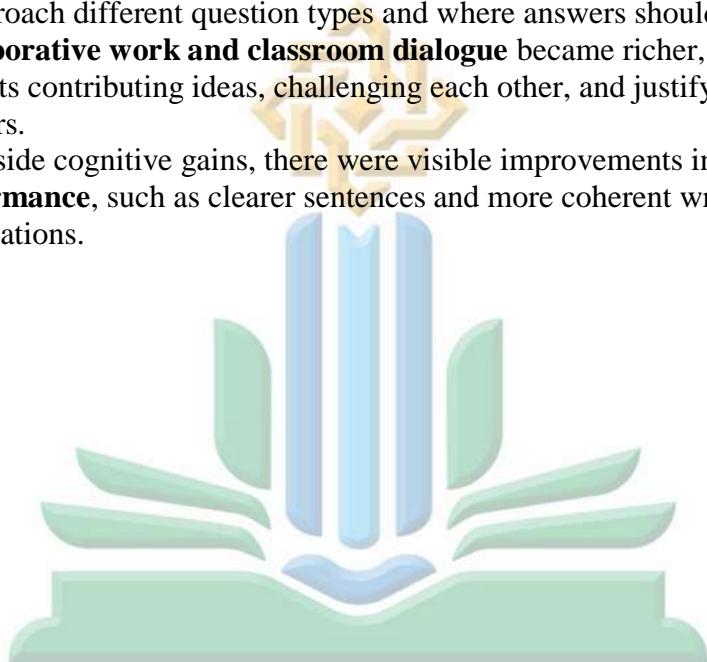
#### Reflective Notes

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- The observation suggested that students had developed a clearer, more strategic way of engaging with narrative texts under the QAR framework.
- Their improved ability to combine textual evidence with personal insight—especially in AY and OYO questions—indicated growth in critical reading and reflective thinking.
- The shift from teacher-centered to student-centered interaction, along with increased confidence among formerly passive students, showed that QAR contributed positively to both cognitive and affective aspects of students' reading behavior.

### Overall Researcher Reflection (Across Meetings 1–6)

- Across the six observed meetings, students gradually moved from **passive, literal-focused reading** toward **active, interpretive, and reflective engagement** with narrative texts.
- Understanding and application of **QAR categories** improved from initial confusion to reasonably accurate and confident use.
- Students developed **metacognitive awareness**, increasingly aware of how to approach different question types and where answers should come from.
- **Collaborative work and classroom dialogue** became richer, with more students contributing ideas, challenging each other, and justifying their answers.
- Alongside cognitive gains, there were visible improvements in **linguistic performance**, such as clearer sentences and more coherent written explanations.



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## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN KELAS EKSPERIMENTAL (PERLAKUAN I)

Satuan Pendidikan : MAN 3 Jember

Kelas/Semester : XI IPA

Mata Pelajaran : Bahasa Inggris

Topik : Narrative Text

Jumlah Pertemuan : 1 x Pertemuan (2 x 50 menit)

#### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi

1.	1.2 Menghargai dan mensyukuri keberadaan bahasa inggris sebagai anugerah Tuhan yang Maha Esa sebagai sarana memahami informasi lisan dan tulis.	1.2.1 Terbiasa menggunakan bahasa inggris dengan baik dan benar.
2	2.4 Memiliki perilaku jujur dan percaya diri dalam mengungkapkan kembali tujuan dan metode serta hasil kegiatan	<p>2.4.1 Terbiasa berinisiatif dalam mengungkapkan kembali tujuan dan hasil kegiatan</p> <p>2.4.2 Terbiasa percaya diri dalam mengungkapkan pendapat tentang hasil kegiatan</p> <p>2.4.3 Terbiasa jujur dalam menilai teman sejawat saat mengungkapkan kembali tujuan dan metode serta hasil kegiatan</p>
3.	3.1 Memahami teks cerita moral/fabel, ulasan, diskusi, cerita prosedur, dan cerita biografi baik melalui lisan maupun tulisan	<p>3.1.1 Mengidentifikasi struktur narrative text</p> <p>3.1.2 Mengidentifikasi ciri kebahasaan narrative text</p>
4.	4.1 Menangkap makna teks cerita moral/fabel, ulasan, diskusi, cerita prosedur, dan cerita biografi baik secara lisan maupun tulisan	<p>4.1.1 Menjawab minimal 75% dari pertanyaan yang terkait dengan isi narrative text (literal, inferensial, integratif, dan kritis)</p> <p>4.1.2 Membuat ringkasan terkait isi narrative text</p>

### C. Tujuan Pembelajaran

- Setelah membaca teks hasil observasi peserta didik diharapkan dapat menjawab minimal 75% dari pertanyaan yang diajukan terkait narrative text.
- Setelah membaca narrative text dan mendiskusikannya, peserta didik dapat mengidentifikasi struktur narrative text dengan baik.

3. Setelah membaca narrative text dan mendiskusikannya, peserta didik dapat mengidentifikasi ciri kebahasaan narrative text dengan baik.
4. Setelah mendiskusikannya, peserta didik diharapkan mampu membuat ringkasan terkait isi narrative text baik berupa lisan maupun tulisan.
5. Selama proses pembelajaran peserta didik terbiasa berinisiatif dalam mengungkapkan kembali tujuan dan hasil kegiatan.
6. Selama proses pembelajaran peserta didik terbiasa percaya diri dalam mengungkapkan pendapat tentang hasil kegiatan.
7. Selama proses pembelajaran peserta didik terbiasa jujur dalam menilai teman sejawat saat mengungkapkan kembali tujuan dan metode serta hasil kegiatan.

#### **D. Materi Pembelajaran**

- Struktur narrative text
  - Ciri kebahasaan narrative text
  - Isi narrative text
  - Kebiasaan bersikap kreatif dan berinisiatif banyak berpendapat saat diskusi
  - Kebiasaan bersikap jujur dalam menilai teman sejawat

#### **KIAI HAJI ACHMAD SIDDIQ**

#### **E. Model Pembelajaran**

Pembelajaran menggunakan strategi pembelajaran QAR (*Question-Answer Relationship*). Strategi pembelajaran QAR (*Question-Answer Relationship*) merupakan strategi pembelajaran membaca pemahaman. Strategi pembelajaran ini dikembangkan oleh Raphael dalam buku *Strategies for Literary Education* karya Katherine Wiesendanger. Strategi pembelajaran ini terdiri dari beberapa tingkatan pertanyaan. Tingkatan pertanyaan tersebut meliputi *right there, think and search*, dan *on my own*.

#### **F. Media dan Alat Pembelajaran**

##### **1. Media Pembelajaran**

*Power Point*

**2. Alat Pembelajaran**

Narrative text “ Sang Pemimpi”

**G. Sumber Belajar**

Alwi, Hasan. 2003. *Tata Bahasa Baku Bahasa inggris*. Edisi III. Jakarta: Balai Pustaka.

Anonim. 2012. *Sang Pemimpi*. Di unduh dari <http://saranghaeindonesia.wordpress.com> pada 16 Januari 2015 08. 25 WIB.

Isnatur dan Farida. 2013. *Mahir Berbahasa inggris Kelas VIII SMP*. Jakarta: Yudhistira.

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Knapp, Peter and Watkins, Megan. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Press.

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**H. Kegiatan Pembelajaran**

**1. Kegiatan Pendahuluan (10 menit)**

- Peserta didik merespon salam dan menjawab pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran

sebelumnya.

- b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.
- c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah-langkah pembelajaran yang akan dilaksanakan.

## 2. Kegiatan Inti

(80 menit) Q

*(Question):*

- 1) Siswa mendapatkan narrative text dan pertanyaan yang tertulis.
- 2) Siswa membaca pertanyaan sebelum membaca narrative text.
- 3) Siswa mengemukakan istilah-istilah dipikirannya terkait dengan narrative text.
- 4) Siswa mengidentifikasi jenis dan struktur dari contoh teks yang disediakan guru.

*A (Answer):*

- 5) Guru memperkenalkan tingkatan pertanyaan yang dimiliki QAR.
- 6) Siswa memahami tentang level pemikiran yang terdapat dalam pertanyaan Siswa membaca dalam hati narrative text sambil berpikir tentang jawaban atas pertanyaan yang telah mereka baca sebelumnya.
- 7) Siswa kembali membaca pertanyaan.
- 8) Siswa menjawab pertanyaan dan menulisnya.
- 9) Siswa mempresentasikan jawaban mereka (2-5 anak).
- 10) Siswa menerangkan bagaimana mereka menjawab pertanyaan.
- 11) Siswa dan guru menyimpulkan jawaban yang tepat.
- 12) Siswa diminta untuk membuat pertanyaan beserta jawaban secara berkelompok (4-5 orang) dengan jumlah 8 soal, 3 soal teks eksplisit, 3 soal teks implisit, dan 2 soal informasi bacaan dan pengetahuan pembaca.
- 13) Siswa bekerja secara berkelompok untuk membuat pertanyaan beserta jawabannya sesuai dengan tingkatan pertanyaan dalam

QAR.

- 14) Siswa bersama kelompoknya mengidentifikasi struktur dan ciri kebahasaan narrative text
- 15) Siswa menukar hasil pekerjaan dengan kelompok lain dan beberapa diantaranya dipresentasikan.
- 16) Siswa dan guru berdiskusi mengenai hasil pekerjaan yang dipresentasikan.
- 17) Siswa mengoreksi dan memberikan penilaian terhadap hasil pekerjaan teman sesuai dengan ketentuan yang diberikan guru.

### 3. Kegiatan Penutup (10 menit)

- a. Peserta didik bersama guru menyimpulkan pembelajaran.
- b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.
- c. Peserta didik menjawab pertanyaan yang diberikan oleh guru.
- d. Peserta didik menyimak informasi mengenai rencana tindak lanjut pembelajaran.

## I. Penilaian

### 1. Penilaian Sikap

No	Aspek yang Dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1.	Jujur	Pengamatan	Proses	Lembar Pengamatan	Hasil penilaian nomor 1 dan 2 untuk masukan pembinaan dan informasi bagi Guru Agama dan Guru PKn
2.	Percaya Diri				

### 2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
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Mengidentifikasi struktur narrative text	Tes tertulis	Tes uraian	Identifikasi dan jelaskan struktur narrative text!
Setelah membaca narrative text peserta didik diharapkan mampu menjawab minimal 75% dari pertanyaan yang diajukan terkait dengan narrative text	Tes tertulis	Tes uraian	Bacalah dengan seksama narrative text berikut! Jawablah pertanyaan-pertanyaan berikut!
Mengidentifikasi ciri kebahasaan narrative text	Tes tertulis	Tes uraian	Identifikasi dan jelaskan ciri-ciri kebahasaan narrative text!
Menyimpulkan isi narrative text	Tes unjuk kerja	Tes unjuk kerja prosedur dan hasil	Bacalah dengan seksama narrative text berikut! Identifikasi ide pokok masing-masing paragrafnya lalu simpulkan isinya!

**Pedoman  
Penskoran: Soal**

**no. 1**

Aspek	Skor
<b>Peserta didik mengidentifikasi struktur narrative text</b>	
Jawaban sempurna	5
Jawaban kurang sempurna	3
Jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

**Soal no. 2**

Aspek	Skor
<b>Peserta didik menjawab pertanyaan</b>	
- Pemahaman literal tiap jawaban benar	1
- Pemahaman inferensial tiap jawaban benar	1
- Pemahaman kritis tiap jawaban benar	1
<b>SKOR MAKSIMAL</b>	<b>12</b>

**Soal no. 3**

Aspek	Skor

<b>Peserta didik mengidentifikasi ciri kebahasaan narrative text</b>	
Jawaban sempurna	5
Jawaban kurang sempurna	3
Jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

#### Soal No. 4

<b>Aspek</b>	<b>Skor</b>
<b>Peserta didik membuat ringkasan terkait isi narrative text</b>	
- Prosedur pengerjaan dan jawaban sempurna	5
- Prosedur pengerjaan, namun jawaban kurang sempurna	3
- Prosedur pengerjaan dan jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

#### 3. Penilaian Keterampilan

- Teknik : tes tertulis
- Bentuk Instrumen : tes uraian
- Soal instrumen :

Bacalah narrative text “ Sang Pemimpi”!

- Buatlah pertanyaan beserta jawaban berdasarkan narrative text tersebut!
- Pertanyaan disusun dengan memperhatikan 3 jenis kriteria, yaitu:
  - Pertanyaan eksplisit (minimal 3 soal)
  - Pertanyaan implisit (minimal 3 soal)
  - Pertanyaan yang sesuai dengan bacaan dan pengalaman (minimal 2 soal)
- Tukarkan hasil pekerjaan kalian dengan kelompok lain!

- Rubrik Penilaian

No.	Aspek	Deskripsi	Jumlah minimal	Skor
1.	Membuat Pertanyaan Eksplisit	a. Peserta didik dapat membuat satu pertanyaan eksplisit beserta jawaban sesuai teks bacaan dengan benar. b. Peserta didik dapat membuat satu pertanyaan eksplisit beserta jawaban sesuai teks bacaan	3	2 1

		<p>dengan benar tetapi bukan pertanyaan eksplisit.</p> <p>c. Peserta didik dapat membuat satu pertanyaan eksplisit</p> <p>d. Peserta didik tidak dapat membuat pertanyaan eksplisit beserta jawaban.</p>		1	0
2.	Membuat Pertanyaan Implisit	<p>a. Peserta didik dapat membuat satu pertanyaan implisit beserta jawaban sesuai teks bacaan dengan benar.</p> <p>b. Peserta didik dapat membuat satu pertanyaan implisit beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan implisit.</p> <p>c. Peserta didik dapat membuat satu pertanyaan implisit</p> <p>d. Peserta didik tidak dapat membuat pertanyaan implisit beserta jawaban.</p>	3	2	1
3.	Membuat Pertanyaan Informasi Bacaan dan Pengetahuan Pribadi	<p>a. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban sesuai teks bacaan dengan benar.</p> <p>b. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan implisit.</p> <p>c. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi</p>	2	2	1
		d. Peserta didik tidak dapat membuat pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban.			1
<b>Skor maksimal</b>				<b>8x2</b>	<b>16</b>

$$\text{NILAI} = \text{SKOR MAKSIMAL}$$

$$= \underline{\underline{16 \times 5}}$$

$$8$$

$$= \mathbf{10}$$

**Guru Pelajaran**

Jember, 05 juni 2025  
**Mahasiswa**

Moch Ridho'i



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## RENCANA PELAKSANAAN PEMBELAJARAN

### KELAS EKSPERIMENT

#### (PERLAKUAN II)

Satuan Pendidikan : MAN 3 Jember  
 Kelas/Semester : XI IPA  
 Mata Pelajaran : Bahasa Inggris  
 Topik : Narrative text  
 Jumlah Pertemuan : 1 x Pertemuan (2 x 50 menit)

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### **B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi

1.	1.2 Menghargai dan mensyukuri keberadaan bahasa inggris sebagai anugerah Tuhan yang Maha Esa sebagai sarana memahami informasi lisan dan tulis.	1.2.1 Terbiasa menggunakan bahasa inggris dengan baik dan benar.
2	2.4 Memiliki perilaku jujur dan percaya diri dalam mengungkapkan kembali tujuan dan metode serta hasil kegiatan	<p>2.4.1 Terbiasa berinisiatif dalam mengungkapkan kembali tujuan dan hasil kegiatan</p> <p>2.4.2 Terbiasa percaya diri dalam mengungkapkan pendapat tentang hasil kegiatan</p> <p>2.4.3 Terbiasa jujur dalam menilai teman sejawat saat mengungkapkan kembali tujuan dan metode serta hasil kegiatan</p>
3.	3.1 Memahami teks cerita moral/fabel, ulasan, diskusi, cerita prosedur, dan cerita biografi baik melalui lisan maupun tulisan	<p>3.1.1 Mengidentifikasi struktur narrative text</p> <p>3.1.2 Mengidentifikasi ciri kebahasaan narrative text</p>
4.	4.1 Menangkap makna teks cerita moral/fabel, ulasan, diskusi, cerita prosedur, dan cerita biografi baik secara lisan maupun tulisan	<p>4.1.1 Menjawab minimal 75% dari pertanyaan yang terkait dengan isi narrative text (literal, inferensial, integratif, dan kritis)</p> <p>4.1.2 Membuat ringkasan terkait isi narrative text</p>

### C. Tujuan Pembelajaran

1. Setelah membaca teks hasil observasi peserta didik diharapkan dapat menjawab minimal 75% dari pertanyaan yang diajukan terkait narrative text.
2. Setelah membaca narrative text dan mendiskusikannya, peserta didik dapat mengidentifikasi struktur narrative text dengan baik.

3. Setelah membaca narrative text dan mendiskusikannya, peserta didik dapat mengidentifikasi ciri kebahasaan narrative text dengan baik.
4. Setelah mendiskusikannya, peserta didik diharapkan mampu membuat ringkasan terkait isi narrative text baik berupa lisan maupun tulisan.
5. Selama proses pembelajaran peserta didik terbiasa berinisiatif dalam mengungkapkan kembali tujuan dan hasil kegiatan.
6. Selama proses pembelajaran peserta didik terbiasa percaya diri dalam mengungkapkan pendapat tentang hasil kegiatan.
7. Selama proses pembelajaran peserta didik terbiasa jujur dalam menilai teman sejawat saat mengungkapkan kembali tujuan dan metode serta hasil kegiatan.

#### D. Materi Pembelajaran

- Struktur narrative text
  - Ciri kebahasaan narrative text
  - Isi narrative text
  - Kebiasaan bersikap kreatif dan berinisiatif banyak berpendapat saat diskusi
  - Kebiasaan bersikap jujur dalam menilai teman sejawat

#### E. Model Pembelajaran

Pembelajaran menggunakan strategi pembelajaran QAR (*Question-Answer Relationship*). Strategi pembelajaran QAR (*Question-Answer Relationship*) merupakan strategi pembelajaran membaca pemahaman. Strategi pembelajaran ini dikembangkan oleh Raphael dalam buku *Strategies for Literary Education* karya Katherine Wiesendanger. Strategi pembelajaran ini

terdiri dari beberapa tingkatan pertanyaan. Tingkatan pertanyaan tersebut meliputi *right there, think and search, dan on my own*.

## F. Media dan Alat Pembelajaran

### 1. Media Pembelajaran

*Power Point*

### 2. Alat Pembelajaran

Narrative text “Laskar Pelangi”

## G. Sumber Belajar

Alwi, Hasan. 2003. *Tata Bahasa Baku Bahasa Inggris*. Edisi III. Jakarta: Balai Pustaka.

Anonim. 2012. *Laskar Pelangi*. Di unduh dari <http://www.infoharianterbaru.com/2013/04/resensi-novel-laskar-pelangi.html> pada 16 Januari 2015 08.32 WIB.

Isnatur dan Farida. 2013. *Mahir Berbahasa Inggris Kelas VIII SMP*. Jakarta: Yudhistira.

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Knapp, Peter and Watkins, Megan. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Press.

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## H. Kegiatan Pembelajaran

### 1. Kegiatan Pendahuluan (10 menit)

- Peserta didik merespon salam dan menjawab pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya.
- Peserta didik menerima informasi tentang keterkaitan

pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.

- c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah-langkah pembelajaran yang akan dilaksanakan.

## 2. Kegiatan Inti

**(80 menit) Q**

**(Question):**

- 1) Siswa mendapatkan narrative text dan pertanyaan yang tertulis.
- 2) Siswa membaca pertanyaan sebelum membaca narrative text.
- 3) Siswa mengemukakan istilah-istilah dipikirannya terkait dengan narrative text.
- 4) Siswa mengidentifikasi jenis dan struktur dari contoh teks yang disediakan guru.

**A (Answer):**

- 5) Guru memperkenalkan tingkatan pertanyaan yang dimiliki QAR.
- 6) Siswa memahami tentang level pemikiran yang terdapat dalam pertanyaan Siswa membaca dalam hati narrative text sambil berpikir tentang jawaban atas pertanyaan yang telah mereka baca sebelumnya.
- 7) Siswa kembali membaca pertanyaan.
- 8) Siswa menjawab pertanyaan dan menulisnya.
- 9) Siswa mempresentasikan jawaban mereka (2-5 anak).
- 10) Siswa menerangkan bagaimana mereka menjawab pertanyaan.
- 11) Siswa dan guru menyimpulkan jawaban yang tepat.
- 12) Siswa diminta untuk membuat pertanyaan beserta jawaban secara berkelompok (4-5 orang) dengan jumlah 8 soal, 3 soal teks eksplisit, 3 soal teks implisit, dan 2 soal informasi bacaan dan pengetahuan pembaca.
- 13) Siswa bekerja secara berkelompok untuk membuat pertanyaan beserta jawabannya sesuai dengan tingkatan pertanyaan dalam QAR.
- 14) Siswa bersama kelompoknya mengidentifikasi struktur dan

ciri kebahasaan narrative text

- 15) Siswa menukarkan hasil pekerjaan dengan kelompok lain dan beberapa diantaranya dipresentasikan.
- 16) Siswa dan guru berdiskusi mengenai hasil pekerjaan yang dipresentasikan.
- 17) Siswa mengoreksi dan memberikan penilaian terhadap hasil pekerjaan teman sesuai dengan ketentuan yang diberikan guru.

### 3. Kegiatan Penutup (10 menit)

- a. Peserta didik bersama guru menyimpulkan pembelajaran.
- b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.
- c. Peserta didik menjawab pertanyaan yang diberikan oleh guru.
- d. Peserta didik menyimak informasi mengenai rencana tindak lanjut pembelajaran.

## I. Penilaian

### 1. Penilaian Sikap

No	Aspek yang Dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1.	Jujur	Pengamatan	Proses	Lembar Pengamatan	Hasil penilaian nomor 1 dan 2 untuk masukan pembinaan dan informasi bagi Guru Agama dan Guru PKn
2.	Percaya Diri				

### 2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi struktur narrative text	Tes tertulis	Tes uraian	Identifikasi dan jelaskan struktur narrative text!

Setelah membaca narrative text peserta didik diharapkan mampu menjawab minimal 75% dari pertanyaan yang diajukan terkait dengan narrative text	Tes tertulis	Tes uraian	Bacalah dengan seksama narrative text berikut! Jawablah pertanyaan-pertanyaan berikut!
Mengidentifikasi ciri kebahasaan narrative text	Tes tertulis	Tes uraian	Identifikasi dan jelaskan ciri-ciri kebahasaan teks ulasan!
Menyimpulkan isi narrative text	Tes unjuk kerja	Tes unjuk kerja prosedur dan hasil	Bacalah dengan seksama narrative text berikut! Identifikasilah ide pokok masing-masing paragrafnya lalu simpulkan isinya!

**Pedoman  
Penskoran: Soal  
no. 1**

Aspek	Skor
<b>Peserta didik mengidentifikasi struktur narrative text</b>	
Jawaban sempurna	5
Jawaban kurang sempurna	3
Jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	5

**Soal no. 2**

Aspek	Skor
<b>Peserta didik menjawab pertanyaan</b>	
- Pemahaman literal tiap jawaban benar	1
- Pemahaman inferensial tiap jawaban benar	1
- Pemahaman kritis tiap jawaban benar	1
<b>SKOR MAKSIMAL</b>	12

**Soal no. 3**

Aspek	Skor
<b>Peserta didik mengidentifikasi ciri kebahasaan narrative text</b>	
Jawaban sempurna	5
Jawaban kurang sempurna	3

Jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

#### Soal No. 4

Aspek	Skor
<b>Peserta didik membuat ringkasan terkait isi narrative text</b>	
- Prosedur pengerjaan dan jawaban sempurna	5
- Prosedur pengerjaan, namun jawaban kurang sempurna	3
- Prosedur pengerjaan dan jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

#### 3. Penilaian Keterampilan

- a. Teknik : tes tertulis
- b. Bentuk Instrumen : tes uraian
- c. Soal instrumen :

Bacalah narrative text “ Laskar Pelangi”!

- 1) Buatlah pertanyaan beserta jawaban berdasarkan narrative text tersebut!
- 2) Pertanyaan disusun dengan memperhatikan 3 jenis kriteria, yaitu:
  - Pertanyaan eksplisit (minimal 3 soal)
  - Pertanyaan implisit (minimal 3 soal)
  - Pertanyaan yang sesuai dengan bacaan dan pengalaman (minimal 2 soal)
- 3) Tukarkan hasil pekerjaan kalian dengan kelompok lain!

- d. Rubrik Penilaian

No.	Aspek	Deskripsi	Jumlah minimal	Skor
1.	Membuat Pertanyaan Eksplisit	<ul style="list-style-type: none"> <li>a. Peserta didik dapat membuat satu pertanyaan eksplisit beserta jawaban sesuai teks bacaan dengan benar.</li> <li>b. Peserta didik dapat membuat satu pertanyaan eksplisit beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan eksplisit.</li> <li>c. Peserta didik dapat membuat satu pertanyaan eksplisit</li> <li>d. Peserta didik tidak dapat membuat pertanyaan eksplisit beserta jawaban.</li> </ul>	3	2

					0
2.	Membuat Pertanyaan Implisit	<ul style="list-style-type: none"> <li>a. Peserta didik dapat membuat satu pertanyaan implisit beserta jawaban sesuai teks bacaan dengan benar.</li> <li>b. Peserta didik dapat membuat satu pertanyaan implisit beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan implisit.</li> <li>c. Peserta didik dapat membuat satu pertanyaan implisit</li> <li>d. Peserta didik tidak dapat membuat pertanyaan implisit beserta jawaban.</li> </ul>	3	2	
3.	Membuat Pertanyaan Informasi Bacaan dan Pengetahuan Pribadi	<ul style="list-style-type: none"> <li>a. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban sesuai teks bacaan dengan benar.</li> <li>b. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan implisit.</li> <li>c. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi</li> </ul>	2	2	
		<ul style="list-style-type: none"> <li>d. Peserta didik tidak dapat membuat pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban.</li> </ul>		1	0
Skor maksimal			8x2	16	

**NILAI = SKOR MAKSIMAL**

$$= \frac{16 \times 5}{8}$$

$$= 10$$

Jember, 05 juni 2025

**Guru Pelajaran**

**Mahasiswa**

Moch Ridho'i

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**KELAS EKSPERIMENT**  
**(PERLAKUAN III)**

Satuan Pendidikan : MAN 3 Jember

Kelas/Semester : XI IPA

Mata Pelajaran : Bahasa Inggris

Topik : Narrative text

Jumlah Pertemuan : 1 x Pertemuan (2 x 50 menit)

**A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.2 Menghargai dan mensyukuri keberadaan bahasa inggris sebagai anugerah Tuhan yang Maha Esa sebagai sarana memahami informasi lisan dan tulis.	1.2.1 Terbiasa menggunakan bahasa inggris dengan baik dan benar.
2	2.4 Memiliki perilaku jujur dan percaya diri dalam mengungkapkan kembali tujuan dan metode serta hasil kegiatan	2.4.1 Terbiasa berinisiatif dalam mengungkapkan kembali tujuan dan hasil kegiatan 2.4.2 Terbiasa percaya diri dalam mengungkapkan pendapat tentang hasil kegiatan 2.4.3 Terbiasa jujur dalam menilai teman sejawat saat mengungkapkan kembali tujuan dan metode serta hasil kegiatan
3.	3.1 Memahami teks cerita moral/fabel, ulasan, diskusi, cerita prosedur, dan cerita biografi baik melalui lisan maupun tulisan	3.1.1 Mengidentifikasi struktur narrative text 3.1.2 Mengidentifikasi ciri kebahasaan narrative text
4.	4.1 Menangkap makna teks cerita moral/fabel, ulasan, diskusi, cerita prosedur, dan cerita biografi baik secara lisan maupun tulisan	4.1.1 Menjawab minimal 75% dari pertanyaan yang terkait dengan isi narrative text (literal, inferensial, integratif, dan kritis) 4.1.2 Membuat ringkasan terkait isi narrative text

### C. Tujuan Pembelajaran

1. Setelah membaca teks hasil observasi peserta didik diharapkan dapat menjawab minimal 75% dari pertanyaan yang diajukan terkait narrative text.
2. Setelah membaca narrative text dan mendiskusikannya, peserta didik dapat mengidentifikasi struktur narrative text dengan baik.
3. Setelah membaca narrative text dan mendiskusikannya, peserta didik dapat mengidentifikasi ciri kebahasaan narrative text dengan baik.
4. Setelah mendiskusikannya, peserta didik diharapkan mampu membuat ringkasan terkait isi narrative text baik berupa lisan maupun tulisan.
5. Selama proses pembelajaran peserta didik terbiasa berinisiatif dalam mengungkapkan kembali tujuan dan hasil kegiatan.
6. Selama proses pembelajaran peserta didik terbiasa percaya diri dalam mengungkapkan pendapat tentang hasil kegiatan.
7. Selama proses pembelajaran peserta didik terbiasa jujur dalam menilai teman sejawat saat mengungkapkan kembali tujuan dan metode serta hasil kegiatan.

### D. Materi Pembelajaran

- Struktur narrative text
  - Ciri kebahasaan narrative text
  - Isi narrative text
  - Kebiasaan bersikap kreatif dan berinisiatif banyak berpendapat saat diskusi
  - Kebiasaan bersikap jujur dalam menilai teman sejawat

### E. Model Pembelajaran

Pembelajaran menggunakan strategi pembelajaran QAR (*Question-Answer Relationship*). Strategi pembelajaran QAR (*Question-Answer Relationship*) merupakan strategi pembelajaran membaca pemahaman. Strategi pembelajaran ini dikembangkan oleh Raphael dalam buku

*Strategies for Literary Education* karya Katherine Wiesendanger. Strategi pembelajaran ini terdiri dari beberapa tingkatan pertanyaan. Tingkatan pertanyaan tersebut meliputi *right there, think and search*, dan *on my own*.

#### **F. Media dan Alat Pembelajaran**

##### **1. Media Pembelajaran**

*Power Point*

##### **2. Alat Pembelajaran**

Narrative text “Denias, Senandung di Atas Awan”

#### **G. Sumber Belajar**

Alwi, Hasan. 2003. *Tata Bahasa Baku Bahasa Inggris*. Edisi III. Jakarta: Balai Pustaka.

Anonim. 2012. *Denias, Senandung di Atas Awan*. Di unduh dari <http://mainsastra.blogspot.com/2012/03/resensi-film-denias-senandung-di-atas.html> pada 16 Januari 2015 08.43 WIB.

Isnatur dan Farida. 2013. *Mahir Berbahasa Inggris Kelas VIII SMP*. Jakarta: Yudhistira.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R  
Kementerian Pendidikan dan Kebudayaan. 2013. *Bahasa Inggris: Wahana Pengetahuan (Buku Siswa)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Kementerian Pendidikan dan Kebudayaan. 2013. *Bahasa Inggris: Wahana Pengetahuan (Buku Guru)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Knapp, Peter and Watkins, Megan. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Press.

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Pusat Pembinaan dan Pengembangan Bahasa. 2012. *Ejaan Bahasa Inggris yang Disempurnakan*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

## H. Kegiatan Pembelajaran

### 1. Kegiatan Pendahuluan (10 menit)

- a. Peserta didik merespon salam dan menjawab pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya.
- b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.
- c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah-langkah pembelajaran yang akan dilaksanakan.

### 2. Kegiatan Inti (80

menit) Q

(Question):

- 1) Siswa mendapatkan narrative text dan pertanyaan yang tertulis.
- 2) Siswa membaca pertanyaan sebelum membaca narrative text.
- 3) Siswa mengemukakan istilah-istilah dipikirannya terkait dengan narrative text.
- 4) Siswa mengidentifikasi jenis dan struktur dari contoh teks yang disediakan guru.

A (Answer):

- 5) Guru memperkenalkan tingkatan pertanyaan yang dimiliki QAR.
- 6) Siswa memahami tentang level pemikiran yang terdapat dalam pertanyaan Siswa membaca dalam hati narrative text sambil berpikir tentang jawaban atas pertanyaan yang telah mereka baca

sebelumnya.

- 7) Siswa kembali membaca pertanyaan.
- 8) Siswa menjawab pertanyaan dan menulisnya.
- 9) Siswa mempresentasikan jawaban mereka (2-5 anak).
- 10) Siswa menerangkan bagaimana mereka menjawab pertanyaan.
- 11) Siswa dan guru menyimpulkan jawaban yang tepat.
- 12) Siswa diminta untuk membuat pertanyaan beserta jawaban secara berkelompok (4-5 orang) dengan jumlah 8 soal, 3 soal teks eksplisit, 3 soal teks implisit, dan 2 soal informasi bacaan dan pengetahuan pembaca.
- 13) Siswa bekerja secara berkelompok untuk membuat pertanyaan beserta jawabannya sesuai dengan tingkatan pertanyaan dalam QAR.
- 14) Siswa bersama kelompoknya mengidentifikasi struktur dan ciri kebahasaan narrative text
- 15) Siswa menukarkan hasil pekerjaan dengan kelompok lain dan beberapa diantaranya dipresentasikan.
- 16) Siswa dan guru berdiskusi mengenai hasil pekerjaan yang dipresentasikan.
- 17) Siswa mengoreksi dan memberikan penilaian terhadap hasil pekerjaan teman sesuai dengan ketentuan yang diberikan guru.

### **3. Kegiatan Penutup (10 menit)**

- a. Peserta didik bersama guru menyimpulkan pembelajaran.
- b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.
- c. Peserta didik menjawab pertanyaan yang diberikan oleh guru.
- d. Peserta didik menyimak informasi mengenai rencana tindak lanjut pembelajaran.

## **I. Penilaian**

### **1. Penilaian Sikap**

No	Aspek yang Dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1.	Jujur	Pengamatan	Proses	Lembar Pengamatan	Hasil penilaian nomor 1 dan 2 untuk masukan pembinaan dan informasi bagi Guru Agama dan Guru PKN
2.	Percaya Diri				

## 2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi struktur narrative text	Tes tertulis	Tes uraian	Identifikasi dan jelaskan struktur narrative text!
Setelah membaca narrative text peserta didik diharapkan mampu menjawab minimal 75% dari pertanyaan yang diajukan terkait dengan narrative text	Tes tertulis	Tes uraian	Bacalah dengan seksama narrative text berikut! Jawablah pertanyaan-pertanyaan berikut!
Mengidentifikasi ciri kebahasaan narrative text	Tes tertulis	Tes uraian	Identifikasi dan jelaskan ciri-ciri kebahasaan teks ulasan!
Menyimpulkan isi narrative text	Tes unjuk kerja	Tes unjuk kerja prosedur dan hasil	Bacalah dengan seksama narrative text berikut! Identifikasilah ide pokok masing-masing paragrafnya lalu simpulkan isinya!

**Pedoman Penskoran:****Soal no. 1**

Aspek	Skor
<b>Peserta didik mengidentifikasi struktur narrative text</b>	
Jawaban sempurna	5
Jawaban kurang sempurna	3
Jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

**Soal no. 2**

Aspek	Skor
<b>Peserta didik menjawab pertanyaan</b>	
- Pemahaman literal tiap jawaban benar	1
- Pemahaman inferensial tiap jawaban benar	1
- Pemahaman kritis tiap jawaban benar	1
<b>SKOR MAKSIMAL</b>	<b>12</b>

**Soal no. 3**

Aspek	Skor
<b>Peserta didik mengidentifikasi ciri kebahasaan narrative text</b>	
Jawaban sempurna	5
Jawaban kurang sempurna	3
Jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

**Soal No. 4**

Aspek	Skor
<b>Peserta didik membuat ringkasan terkait isi narrative text</b>	
- Prosedur penggeraan dan jawaban sempurna	5
- Prosedur penggeraan, namun jawaban kurang sempurna	3
- Prosedur penggeraan dan jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

**3. Penilaian Keterampilan**

- Teknik : tes tertulis
- Bentuk Instrumen : tes uraian
- Soal instrumen :

Bacalah narrative text “ Denias, Senandung di Atas Awan”!

- 1) Buatlah pertanyaan beserta jawaban berdasarkan narrative text tersebut!
- 2) Pertanyaan disusun dengan memperhatikan 3 jenis kriteria, yaitu:
  - Pertanyaan eksplisit (minimal 3 soal)
  - Pertanyaan implisit (minimal 3 soal)
  - Pertanyaan yang sesuai dengan bacaan dan pengalaman (minimal 2 soal)
- 3) Tukarkan hasil pekerjaan kalian dengan kelompok lain!

d. Rubrik Penilaian

No.	Aspek	Deskripsi	Jumlah minimal	Skor
1.	Membuat Pertanyaan Eksplisit	<p>a. Peserta didik dapat membuat satu pertanyaan eksplisit beserta jawaban sesuai teks bacaan dengan benar.</p> <p>b. Peserta didik dapat membuat satu pertanyaan eksplisit beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan eksplisit.</p> <p>c. Peserta didik dapat membuat satu pertanyaan eksplisit</p> <p>d. Peserta didik tidak dapat membuat pertanyaan eksplisit beserta jawaban.</p>	3	2
2.	Membuat Pertanyaan Implisit	<p>a. Peserta didik dapat membuat satu pertanyaan implisit beserta jawaban sesuai teks bacaan dengan benar.</p> <p>b. Peserta didik dapat membuat satu pertanyaan implisit beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan implisit.</p> <p>c. Peserta didik dapat membuat satu pertanyaan implisit</p> <p>d. Peserta didik tidak dapat membuat pertanyaan implisit beserta jawaban.</p>	3	2

3.	Membuat Pertanyaan Informasi Bacaan dan Pengetahuan Pribadi	<p>a. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban sesuai teks bacaan dengan benar.</p> <p>b. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan implisit.</p> <p>c. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi</p>	2	2
		<p>d. Peserta didik tidak dapat membuat pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban.</p>		1
Skor maksimal			8x2	16

$$\begin{aligned}
 \text{NILAI} &= \text{SKOR MAKSIMAL} \\
 &= \underline{16} \times 5 \\
 &= 8 \\
 &= 10
 \end{aligned}$$

Jember, 05 juni 2025

Guru Pelajaran

Mahasiswa

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R

Moch Ridho'i

**RENCANA PELAKSANAAN PEMBELAJARAN  
KELAS EKSPERIMENT  
(PERLAKUAN IV)**

Satuan Pendidikan : SMP Negeri 1 Sewon

Kelas/Semester : VIII/2

Mata Pelajaran : Bahasa Indonesia

Topik : Teks Ulasan

Jumlah Pertemuan : 1 x Pertemuan (2 x 50 menit)

**A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.2 Menghargai dan mensyukuri keberadaan bahasa Indonesia sebagai anugerah Tuhan yang Maha Esa sebagai sarana memahami informasi lisan dan tulis.	1.2.1 Terbiasa menggunakan bahasa Indonesia dengan baik dan benar.
2	2.4 Memiliki perilaku jujur dan percaya diri dalam mengungkapkan kembali tujuan dan metode serta hasil kegiatan	2.4.1 Terbiasa berinisiatif dalam mengungkapkan kembali tujuan dan hasil kegiatan 2.4.2 Terbiasa percaya diri dalam mengungkapkan pendapat tentang hasil kegiatan 2.4.3 Terbiasa jujur dalam menilai teman sejawat saat mengungkapkan kembali tujuan dan metode serta hasil kegiatan
3.	3.1 Memahami teks cerita moral/fabel, ulasan, diskusi, cerita prosedur, dan cerita biografi baik melalui lisan maupun tulisan	3.1.1 Mengidentifikasi struktur teks ulasan 3.1.2 Mengidentifikasi ciri kebahasaan teks ulasan
4.	4.1 Menangkap makna teks cerita moral/fabel, ulasan, diskusi, cerita prosedur, dan cerita biografi baik secara lisan maupun tulisan	4.1.1 Menjawab minimal 75% dari pertanyaan yang terkait dengan isi teks ulasan (literal, inferensial, integratif, dan kritis) 4.1.2 Membuat ringkasan terkait isi teks ulasan

### C. Tujuan Pembelajaran

1. Setelah membaca teks hasil observasi peserta didik diharapkan dapat menjawab minimal 75% dari pertanyaan yang diajukan terkait teks ulasan.
2. Setelah membaca teks ulasan dan mendiskusikannya, peserta didik dapat mengidentifikasi struktur teks ulasan dengan baik.
3. Setelah membaca teks ulasan dan mendiskusikannya, peserta didik dapat mengidentifikasi ciri kebahasaan teks ulasan dengan baik.
4. Setelah mendiskusikannya, peserta didik diharapkan mampu membuat ringkasan terkait isi teks ulasan baik berupa lisan maupun tulisan.
5. Selama proses pembelajaran peserta didik terbiasa berinisiatif dalam mengungkapkan kembali tujuan dan hasil kegiatan.
6. Selama proses pembelajaran peserta didik terbiasa percaya diri dalam mengungkapkan pendapat tentang hasil kegiatan.
7. Selama proses pembelajaran peserta didik terbiasa jujur dalam menilai teman sejawat saat mengungkapkan kembali tujuan dan metode serta hasil kegiatan.

#### **D. Materi Pembelajaran**

- Struktur teks ulasan
  - Ciri kebahasaan teks ulasan
  - Isi teks ulasan
  - Kebiasaan bersikap kreatif dan berinisiatif banyak berpendapat saat diskusi
  - Kebiasaan bersikap jujur dalam menilai teman sejawat

#### **E. Model Pembelajaran**

Pembelajaran menggunakan strategi pembelajaran QAR (*Question-Answer Relationship*). Strategi pembelajaran QAR (*Question-Answer Relationship*) merupakan strategi pembelajaran membaca pemahaman. Strategi pembelajaran ini dikembangkan oleh Raphael dalam buku

*Strategies for Literary Education* karya Katherine Wiesendanger. Strategi pembelajaran ini terdiri dari beberapa tingkatan pertanyaan. Tingkatan pertanyaan tersebut meliputi *right there*, *think and search*, dan *on my own*.

#### **F. Media dan Alat Pembelajaran**

##### **1. Media Pembelajaran**

*Power Point*

##### **2. Alat Pembelajaran**

Teks ulasan “Edensor”



#### **G. Sumber Belajar**

Alwi, Hasan. 2003. *Tata Bahasa Baku Bahasa Indonesia*. Edisi III. Jakarta: Balai Pustaka.

Anonim. 2012. *Edensor*. Di unduh dari <http://lindamaya.blogspot.com/2013/10/pengertian-resensi-dan-contoh-resensi.html> pada 16 Januari 2015 09. 02 WIB.

Isnatur dan Farida. 2013. *Mahir Berbahasa Indonesia Kelas VIII SMP*. Jakarta: Yudhistira.

Kementerian Pendidikan dan Kebudayaan. 2013. *Bahasa Indonesia: Wahana Pengetahuan (Buku Siswa)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Kementerian Pendidikan dan Kebudayaan. 2013. *Bahasa Indonesia: Wahana Pengetahuan (Buku Guru)*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Knapp, Peter and Watkins, Megan. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Australia: University of New South Wales Press.

Pusat Pembinaan dan Pengembangan Bahasa. 2012. *Kamus Besar Bahasa Indonesia Offline*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Pusat Pembinaan dan Pengembangan Bahasa. 2012. *Ejaan Bahasa Indonesia yang Disempurnakan*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

## H. Kegiatan Pembelajaran

### 1. Kegiatan Pendahuluan (10 menit)

- a. Peserta didik merespon salam dan menjawab pertanyaan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya.
- b. Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan.
- c. Peserta didik menerima informasi kompetensi, materi, tujuan, manfaat, dan langkah-langkah pembelajaran yang akan dilaksanakan.

### 2. Kegiatan Inti (80

menit) Q (*Question*):

- 1) Siswa mendapatkan teks ulasan dan pertanyaan yang tertulis.
- 2) Siswa membaca pertanyaan sebelum membaca teks ulasan.
- 3) Siswa mengemukakan istilah-istilah dipikirannya terkait dengan teks ulasan.
- 4) Siswa mengidentifikasi jenis dan struktur dari contoh teks yang disediakan guru.

A (*Answer*):

- 5) Guru memperkenalkan tingkatan pertanyaan yang dimiliki QAR.
- 6) Siswa memahami tentang level pemikiran yang terdapat dalam pertanyaan Siswa membaca dalam hati teks ulasan sambil berpikir tentang jawaban atas pertanyaan yang telah mereka baca

sebelumnya.

- 7) Siswa kembali membaca pertanyaan.
- 8) Siswa menjawab pertanyaan dan menulisnya.
- 9) Siswa mempresentasikan jawaban mereka (2-5 anak).
- 10) Siswa menerangkan bagaimana mereka menjawab pertanyaan.
- 11) Siswa dan guru menyimpulkan jawaban yang tepat.
- 12) Siswa diminta untuk membuat pertanyaan beserta jawaban secara berkelompok (4-5 orang) dengan jumlah 8 soal, 3 soal teks eksplisit, 3 soal teks implisit, dan 2 soal informasi bacaan dan pengetahuan pembaca.
- 13) Siswa bekerja secara berkelompok untuk membuat pertanyaan beserta jawabannya sesuai dengan tingkatan pertanyaan dalam QAR.
- 14) Siswa bersama kelompoknya mengidentifikasi struktur dan ciri kebahasaan teks ulasan
- 15) Siswa menukarkan hasil pekerjaan dengan kelompok lain dan beberapa diantaranya dipresentasikan.
- 16) Siswa dan guru berdiskusi mengenai hasil pekerjaan yang dipresentasikan.
- 17) Siswa mengoreksi dan memberikan penilaian terhadap hasil pekerjaan teman sesuai dengan ketentuan yang diberikan guru.

### **3. Kegiatan Penutup (10 menit)**

- a. Peserta didik bersama guru menyimpulkan pembelajaran.
- b. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilakukan.
- c. Peserta didik menjawab pertanyaan yang diberikan oleh guru.
- d. Peserta didik menyimak informasi mengenai rencana tindak lanjut pembelajaran.

## **I. Penilaian**

### **1. Penilaian Sikap**

No	Aspek yang Dinilai	Teknik Penilaian	Waktu Penilaian	Instrumen Penilaian	Keterangan
1.	Jujur	Pengamatan	Proses	Lembar Pengamatan	Hasil penilaian nomor 1 dan 2 untuk masukan pembinaan dan informasi bagi Guru Agama dan Guru PKN
2.	Percaya Diri				

## 2. Penilaian Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Penilaian	Instrumen
Mengidentifikasi struktur teks ulasan	Tes tertulis	Tes uraian	Identifikasi dan jelaskan struktur teks ulasan!
Setelah membaca teks ulasan peserta didik diharapkan mampu menjawab minimal 75% dari pertanyaan yang diajukan terkait dengan teks ulasan	Tes tertulis	Tes uraian	Bacalah dengan seksama teks ulasan berikut! Jawablah pertanyaan-pertanyaan berikut!
Mengidentifikasi ciri kebahasaan teks ulasan	Tes tertulis	Tes uraian	Identifikasi dan jelaskan ciri-ciri kebahasaan teks ulasan!
Menyimpulkan isi teks ulasan	Tes unjuk kerja	Tes unjuk kerja prosedur dan hasil	Bacalah dengan seksama teks ulasan berikut! Identifikasilah ide pokok masing-masing paragrafnya lalu simpulkan isinya!

**Pedoman Penskoran:****Soal no. 1**

Aspek	Skor
<b>Peserta didik mengidentifikasi struktur teks ulasan</b>	
Jawaban sempurna	5
Jawaban kurang sempurna	3
Jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

**Soal no. 2**

Aspek	Skor
<b>Peserta didik menjawab pertanyaan</b>	
- Pemahaman literal tiap jawaban benar	1
- Pemahaman inferensial tiap jawaban benar	1
- Pemahaman kritis tiap jawaban benar	1
<b>SKOR MAKSIMAL</b>	<b>12</b>

**Soal no. 3**

Aspek	Skor
<b>Peserta didik mengidentifikasi ciri kebahasaan teks ulasan</b>	
Jawaban sempurna	5
Jawaban kurang sempurna	3
Jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

**Soal No. 4**

Aspek	Skor
<b>Peserta didik membuat ringkasan terkait isi teks ulasan</b>	
- Prosedur penggeraan dan jawaban sempurna	5
- Prosedur penggeraan, namun jawaban kurang sempurna	3
- Prosedur penggeraan dan jawaban tidak sempurna	1
<b>SKOR MAKSIMAL</b>	<b>5</b>

**3. Penilaian Keterampilan**

- Teknik : tes tertulis
- Bentuk Instrumen : tes uraian
- Soal instrumen :

Bacalah teks ulasan “ Edensor”!

- 1) Buatlah pertanyaan beserta jawaban berdasarkan teks ulasan tersebut!
- 2) Pertanyaan disusun dengan memperhatikan 3 jenis kriteria, yaitu:
  - Pertanyaan eksplisit (minimal 3 soal)
  - Pertanyaan implisit (minimal 3 soal)
  - Pertanyaan yang sesuai dengan bacaan dan pengalaman (minimal 2 soal)
- 3) Tukarkan hasil pekerjaan kalian dengan kelompok lain!

d. Rubrik Penilaian

No.	Aspek	Deskripsi	Jumlah minimal	Skor
1.	Membuat Pertanyaan Eksplisit	a. Peserta didik dapat membuat satu pertanyaan eksplisit beserta jawaban sesuai teks bacaan dengan benar. b. Peserta didik dapat membuat satu pertanyaan eksplisit beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan eksplisit. c. Peserta didik dapat membuat satu pertanyaan eksplisit d. Peserta didik tidak dapat membuat pertanyaan eksplisit beserta jawaban.	3	2 1 1 0
2.	Membuat Pertanyaan Implisit	a. Peserta didik dapat membuat satu pertanyaan implisit beserta jawaban sesuai teks bacaan dengan benar. b. Peserta didik dapat membuat satu pertanyaan implisit beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan implisit. c. Peserta didik dapat membuat satu pertanyaan implisit d. Peserta didik tidak dapat membuat pertanyaan implisit beserta jawaban.	3	2 1 1 0

3.	Membuat Pertanyaan Informasi Bacaan dan Pengetahuan Pribadi	<p>a. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban sesuai teks bacaan dengan benar.</p> <p>b. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban sesuai teks bacaan dengan benar tetapi bukan pertanyaan implisit.</p> <p>c. Peserta didik dapat membuat satu pertanyaan informasi bacaan dan pengetahuan pribadi</p>	2	2
		<p>d. Peserta didik tidak dapat membuat pertanyaan informasi bacaan dan pengetahuan pribadi beserta jawaban.</p>		1
Skor maksimal			8x2	16

$$\text{NILAI} = \text{SKOR MAKSIMAL}$$

$$= \underline{\underline{16 \times 5}}$$

$$\begin{matrix} 8 \\ - \\ 8 \\ \hline 0 \end{matrix}$$

Jember, 05 juni 2025

**UNIVERSITAS ISLAM NEGERI**  
**Guru Pelajaran** **Mahasiswa**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**  
Moch Ridho'i

## Appendix 3

### ASSESSMENT RUBRIC

*(Treatment 1 Data, Treatment 2 Data and evaluation)*

**Maximum score: 100 points**

#### 1. Relevance and Accuracy of Content (Max: 40 points)

##### Score and description:

- a. 36–40: Answers are highly accurate, cover all key information requested, relevant, and complete without errors.
- b. 31–35: Answers are accurate, though some minor information is missing or there are slightly irrelevant details.
- c. 26–30: Answers are fairly accurate, but some important information is missing or explanations are unclear.
- d. 21–25: Answers are less accurate, with many details that are incorrect or irrelevant.
- e.  $\leq 20$ : Answers are inaccurate or completely deviate from the text.

#### 2. Grammar (Max: 30 points)

##### Score and description:

- a. 27–30: Grammar is excellent, with no errors or only very minor ones that do not affect meaning.
- b. 23–26: Grammar is good, with a few minor errors but the meaning remains clear.
- c. 19–22: Grammar is fair, with errors that begin to affect understanding though ideas can still be grasped.
- d. 15–18: Grammar is poor, with many errors that interfere with comprehension.
- e.  $\leq 14$ : Grammar is very poor, with numerous errors making the answers difficult to understand.

#### 3. Use of Pronouns & Word Order (Max: 30 points)

##### Score and description:

- a. 27–30: Pronoun usage is very accurate and word order is natural and grammatical.
- b. 23–26: Pronoun usage is accurate, word order is slightly stiff but still grammatically correct.
- c. 19–22: Pronoun usage is fairly accurate, with some errors altering meaning, and word order is less fluent.
- d. 15–18: Pronoun usage is inaccurate, often incorrect, and word order is confusing.

e. ≤14: Pronoun usage is highly inaccurate and word order is disorganized, making the answers very difficult to understand.

## **Narrative Text**

### **The Hidden Note**

It was the first day of the school holiday, and Dinda decided to spend the morning reading in her backyard.

She picked up a novel her cousin had given her as a birthday gift. The story was about a young traveler who discovered a hidden waterfall deep in the forest. As Dinda turned the pages, she felt as if she was walking beside the character, hearing the sound of the rushing water and the songs of birds.

Suddenly, she noticed a small folded paper tucked between the chapters. Curious, she unfolded it and saw a handwritten note: "Always believe in your dreams. One day they will guide you." There was no name, only a date from five years ago. Dinda wondered who had written it and why it had been left in the book.

The message stayed in her mind for the rest of the day. That evening, she shared it with her younger brother.

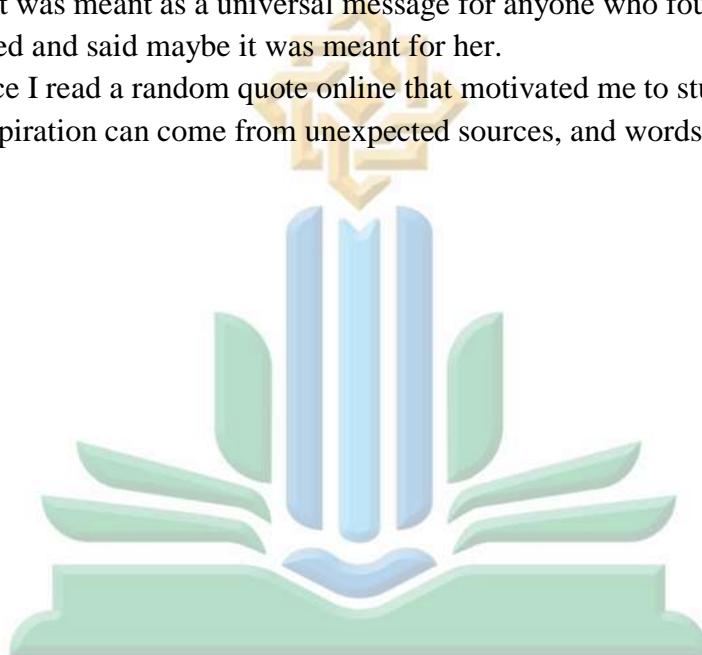
He smiled and said, "Maybe it was meant for you." For the first time, Dinda thought that perhaps inspiration could come from unexpected places. She closed the book with a new determination, believing that every word she read could shape her journey in life.

#### **QUESTIONS**

1. Who gave Dinda the novel?
2. Where was Dinda when she read the book?
3. What did Dinda find inside the book?
4. What was the message written in the note?
5. What evidence shows the note was old?
6. How did Dinda feel when she read the note?
7. Why do you think the note had no name?
8. How did her younger brother react to the note?
9. Have you ever found inspiration in an unexpected place? Give an example.
10. What lesson can be learned from Dinda's experience?

**ANSWERS**

1. Her cousin.
2. In her backyard.
3. A folded handwritten note.
4. “Always believe in your dreams. One day they will guide you.”
5. It was dated five years ago.
6. She was curious and thoughtful.
7. Maybe it was meant as a universal message for anyone who found it.
8. He smiled and said maybe it was meant for her.
9. Yes, once I read a random quote online that motivated me to study harder.
10. That inspiration can come from unexpected sources, and words can guide our lives.



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## **Treatment 1: Narrative Text**

### **The Forgotten Letter**

Raka was not the type of student who usually enjoyed staying in the library after school. But one rainy afternoon, when the other students had already gone home, he wandered between the dusty shelves, searching for a book to pass the time. His hand reached for an old history book with a cracked leather cover.

As he opened it, something thin and fragile slipped out and landed softly on the floor. It was a letter, yellowed with age, the handwriting elegant but slightly faded. Curious, Raka carefully unfolded the paper. The letter was dated 1987 and began with the words, “To my dearest friend.”

It told the story of two close friends who had promised to meet again after graduation, but one of them had to move away suddenly. The writer expressed regret, sadness, and hope that one day they would be reunited. Raka’s heart tightened as he read the final line: “If you ever find this letter, know that I never forgot you.” He wondered who had written it and why it had been hidden inside the book. Questions flooded his mind: Did the friends ever meet again?

Was the letter ever delivered to its intended reader? Although he knew he might never discover the answers, the letter made him realize how powerful friendships and promises could be. Raka placed the letter back between the pages, deciding that the library was the safest place for it. On his way home, he felt strangely connected to two strangers from the past, carrying their unfinished story silently in his heart.

#### **QUESTIONS**

1. Who found the letter in the library? (RT)
2. Where was the letter hidden? (RT)
3. What evidence shows that the letter was written a long time ago? (TS)
4. Why did Raka feel curious about the letter? (TS)
5. What emotions are expressed by the writer of the letter? (TS)
6. What did Raka do after reading the letter? (RT)
7. What lesson can be learned from Raka’s discovery? (AY)
8. How would you feel if you found such a letter? (AY)
9. What questions did Raka ask himself after reading? (TS)
10. Why did Raka decide to leave the letter in the book? (RT)

**ANSWER**

1. A student named Raka.
2. Inside an old history book.
3. The letter used old-fashioned handwriting and the paper was yellowed with age.
4. Because it mentioned a friendship and a promise that was never fulfilled, which made him want to know the story behind it.
5. Regret, sadness, and hope for reunion.
6. He placed it back inside the book.
7. That friendships and promises can last even beyond time.
8. I would feel excited and emotional, as if discovering a hidden story.
9. Whether the friends ever met again and if the letter was ever delivered.
10. Because he thought the library was the safest place for it.



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## **Treatment 2: The Last Train Home**

### **Narrative Text**

Mira ran as fast as she could, her bag bouncing against her shoulder, her shoes splashing in the puddles. The clock above the train station showed 10:40 p.m. She froze, realizing she was too late. The last train had already left ten minutes earlier. The platform was empty, except for a security guard locking the gates at the far end.

Her phone battery was dead, and the streets outside the station looked dark and unfamiliar. For a moment, panic rose inside her. She didn't know how to get home, and calling her parents was impossible.

Just then, a man in his thirties approached her. He wore a neat jacket and carried a briefcase. "Miss, are you lost?" he asked kindly. Mira hesitated, unsure whether to trust him. But when he showed his employee ID from the train company, she felt a little safer.

The man offered to call a taxi using his account. "It's late, and this area is not safe for you," he explained. Mira agreed, and soon a taxi arrived to take her home. Before she left, she thanked the man, who simply smiled and waved.

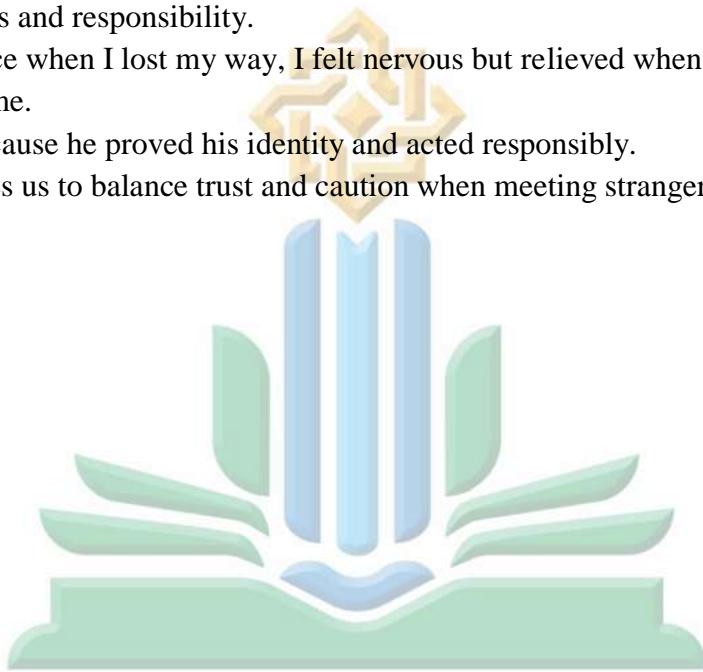
As the taxi drove through the quiet streets, Mira thought about what had happened. She realized that sometimes strangers could be kind, but she also reminded herself to always be careful. The night had taught her an important lesson: trust is valuable, but it should be given wisely.

#### **QUESTIONS**

1. What time did the last train leave? (RT)
2. How did Mira know she missed the last train? (TS)
3. What did the man show to make Mira feel safer? (RT)
4. Why did the man offer to call a taxi? (TS)
5. Why do you think Mira hesitated to trust the man at first? (AY)
6. What lesson did Mira learn from this experience? (AY)
7. What personal qualities did the man show in this story? (AY)
8. Have you ever been in a situation where you had to rely on a stranger? (OYO)
9. In your opinion, should Mira have trusted the man? Why or why not? (OYO)
10. How can this story remind students today about being careful? (OYO)

**ANSWER**

1. At 10:30 p.m.
2. She saw the station clock showing 10:40 and the platform was empty.
3. His employee ID from the train company.
4. Because it was late and the area was unsafe for Mira.
5. Because it was late at night and he was a stranger.
6. That trust is important but should be given carefully.
7. Kindness and responsibility.
8. Yes, once when I lost my way, I felt nervous but relieved when someone helped me.
9. Yes, because he proved his identity and acted responsibly.
10. It teaches us to balance trust and caution when meeting strangers.



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## The Broken Compass

### Narrative Text

Ardi and Bima had been best friends since childhood. On the first day of their school holiday, they decided to hike the small mountain near their village. Both boys were excited, carrying snacks, water bottles, and a small compass that Ardi had borrowed from his uncle.

The path was clear at first, winding through the trees. They laughed, telling stories, and even raced each other up the slope. But halfway to the top, the sky turned cloudy, and the forest looked darker. When Bima checked the compass, the needle was stuck, refusing to move. Ardi shook it, but the glass cracked, and the needle broke completely.

For a moment, they panicked. Without the compass, they didn't know which direction to take. Bima wanted to keep moving, but Ardi suggested they stop and think. He remembered that the sun had been on their right side when they started. "If the sun sets in the west, then our village should be behind us," he reasoned.

They decided to retrace their steps carefully, using big rocks and a crooked tree they had noticed earlier as landmarks. Slowly, they found their way back to the familiar dirt path. By the time they returned to the village, the sky had grown dark, but they were safe.

Sitting on the porch, Ardi's uncle listened to their story and said, "Tools can help you, but never forget to use your eyes and mind. Nature gives us clues if we pay attention."

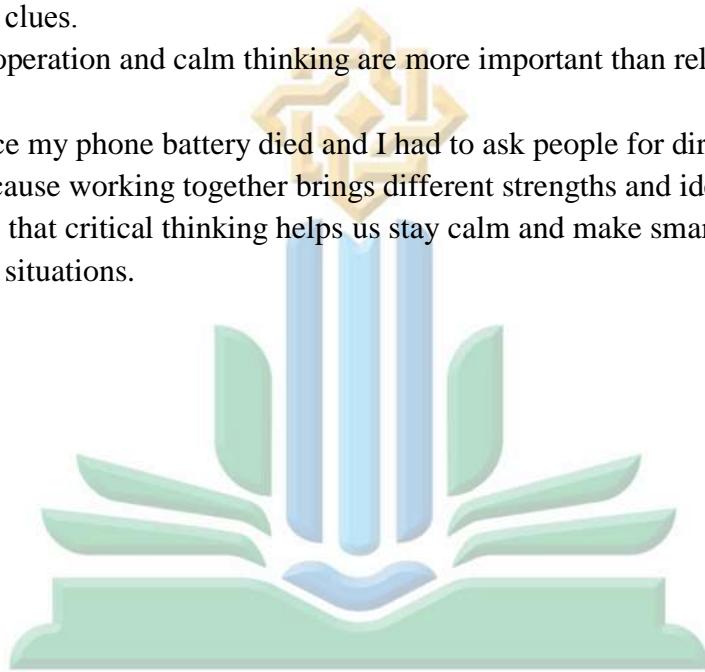
That night, both boys realized that courage and teamwork were more reliable than any compass.

#### QUESTIONS

1. What item broke during the hike? (RT)
2. Who borrowed the compass, and from whom? (RT)
3. What happened when they tried to use the compass? (TS)
4. How did Ardi suggest finding the way back? (TS)
5. What clues in nature helped them retrace their path? (TS)
6. What advice did Ardi's uncle give? (AY)
7. What lesson can you learn from Ardi and Bima's teamwork? (AY)
8. Have you ever faced a problem when a tool you relied on failed? (OYO)
9. Do you think teamwork is always necessary in solving problems? Why? (OYO)
10. How does this story connect to the importance of critical thinking? (AY)

## ANSWERS

1. The compass.
2. Ardi borrowed it from his uncle.
3. The needle was stuck and then broke completely.
4. By using the sun's position and remembering landmarks.
5. The position of the sun, big rocks, and a crooked tree.
6. That tools are helpful, but we should also use our eyes and minds to notice nature's clues.
7. That cooperation and calm thinking are more important than relying only on tools.
8. Yes, once my phone battery died and I had to ask people for directions.
9. Yes, because working together brings different strengths and ideas.
10. It shows that critical thinking helps us stay calm and make smart decisions in difficult situations.



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## Appendix 4

### Teacher Interview Guides

Focus Area	Purpose	Main Questions
<b>1. Teacher's Views on Critical Reading</b>	To understand the teacher's perspective on the importance of critical reading in English language learning.	<p>1. How do you define or interpret the concept of critical reading in English language learning?</p> <p>2. In your opinion, how important is it to teach critical reading to secondary school students?</p>
<b>2. Challenges in Teaching Critical Reading</b>	To explore the difficulties teachers face in developing students' critical thinking skills while reading texts.	<p>3. What challenges do you usually encounter when teaching critical reading to your students?</p> <p>4. Do students tend to understand only the surface meaning of a text without analyzing it in depth?</p>
<b>3. Strategies or Methods Previously Used</b>	To identify the strategies teachers have applied in teaching critical reading and to find out whether they are familiar with or have used the QAR strategy.	<p>5. What methods or strategies do you usually use to train students' deeper reading comprehension?</p> <p>6. Have you ever applied the Question-Answer Relationship (QAR) strategy? If yes, what were the results?</p>
<b>4. Readiness or Potential Implementation of QAR</b>	To find out whether teachers see QAR as a potentially effective strategy to be used in the classroom.	<p>7. In your opinion, could the QAR strategy be effective in improving students' critical reading skills?</p> <p>8. If you have not used the QAR strategy before, would you be willing to try it if it proves to be beneficial?</p>
<b>5. Teacher's Role in Guiding Students' Critical Reflection</b>	To understand the extent of the teacher's role in fostering reflective habits among students regarding their reading experiences.	<p>9. How do you see your role in guiding students to think critically and reflect on their reading?</p> <p>10. Are there any exercises or types of questions you usually use to encourage students' critical understanding of texts?</p>

J E M B E R

## Student Interview Guides

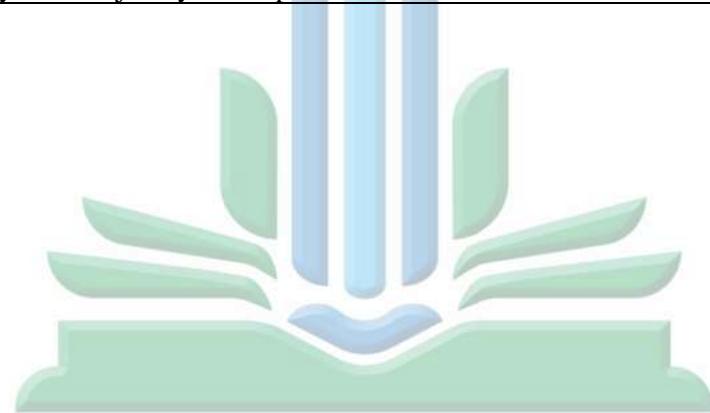
Focus Area	Purpose	Main Questions
<b>1. Students' Understanding of Critical Reading</b>	To explore students' understanding of what critical reading means in English learning.	1. What do you understand about the term <i>critical reading</i> ? 2. In your opinion, why is critical reading important for students like you?
<b>2. Experiences Before Using QAR</b>	To identify students' initial challenges when reading narrative texts before QAR strategy was introduced.	3. Before learning QAR, what difficulties did you face in answering questions from a narrative text? 4. Did you often find it hard to analyze the deeper meaning of the text, not just the surface?
<b>3. Students' Experience with QAR Strategy</b>	To explore how students perceive the use of QAR strategy in learning.	5. What was your first impression when the teacher introduced the QAR strategy? 6. Which QAR category (Right There, Think and Search, Author and You, On My Own) do you find the easiest or the hardest? Why?
<b>4. Impact of QAR on Critical Reading Skills</b>	To assess how QAR influenced students' ability to think critically.	7. Do you think QAR has helped you to improve your critical reading skills? How? 8. After practicing QAR, do you feel more confident in expressing your own opinion about a text?
<b>5. Reflections on Learning and Future Use</b>	To understand students' reflections and openness to using QAR in the future.	9. What did you learn from using QAR in reading narrative texts? 10. Would you like to continue using QAR in future English lessons? Why or why not?

J E M B E R

## Interview Table – Teacher

Speaker	Question / Answer
R	How do you define or interpret the concept of critical reading in English language learning?
T	I think critical reading is more than just understanding the words in a text. It is about analyzing the meaning, questioning the author's purpose, and connecting the content to our own knowledge or experiences. In English learning, critical reading also helps students to improve their ability to evaluate information, not just to memorize it.
R	In your opinion, how important is it to teach critical reading to secondary school students?
T	I believe it is very important because students today are surrounded by information, both from books and the internet. If they don't learn critical reading, they might accept everything at face value without questioning whether it is true. Teaching them this skill prepares them to be more independent and careful readers in their academic life and beyond.
R	What challenges do you usually encounter when teaching critical reading to your students?
T	One of the main challenges is that students are often not used to thinking beyond the literal meaning. They prefer short and simple answers, and sometimes they lack confidence in sharing their own interpretations. It also takes more time in class to guide them to think critically, compared to just giving factual questions.
R	Do students tend to understand only the surface meaning of a text without analyzing it in depth?
T	Yes, that is quite common. Many of them can tell me "what happened" in the story, but they struggle when I ask "why it happened" or "what it means." They are used to recalling information but not reflecting on it. This shows that we need more practice in deeper analysis.
R	What methods or strategies do you usually use to train students' deeper reading comprehension?
T	I usually give guided questions that lead them to think about causes, consequences, and author's intentions. Group discussions are also useful, because when they hear different perspectives, they start to think more critically. Sometimes, I also ask them to compare the text with another story or with their own experiences.
R	Have you ever applied the Question-Answer Relationship (QAR) strategy? If yes, what were the results?
T	Honestly, I have not fully applied the QAR strategy in my class before. I only recently became more familiar with it through this research. However, I can see how it might be helpful because it gives students a clear framework for understanding different types of questions.
R	In your opinion, could the QAR strategy be effective in improving students' critical reading skills?
T	Yes, I think it could be effective. By categorizing the questions into types, students will not only know how to find answers but also how to think about them. It could help them move from just copying sentences to giving more thoughtful and reasoned responses.
R	If you have not used the QAR strategy before, would you be willing to try it if it proves to be beneficial?

T	Of course, I would be willing to try it. As teachers, we should be open to new strategies that can support students' learning. If QAR can make students more engaged and more critical in their reading, then it is worth implementing in the classroom.
R	How do you see your role in guiding students to think critically and reflect on their reading?
T	My role is to create opportunities where students can go beyond just answering questions. I try to encourage them to ask questions themselves, to connect the text with their own ideas, and to reflect on the values or lessons. I see myself not just as someone who gives knowledge, but also as a facilitator of thinking.
R	Are there any exercises or types of questions you usually use to encourage students' critical understanding of texts?
T	Yes, I often use "why" and "how" questions, because they force students to explain rather than just recall. I also like to ask them about the author's intention or the moral value of the story. Sometimes I give them open-ended questions that have no single correct answer, so they learn to justify their opinions.

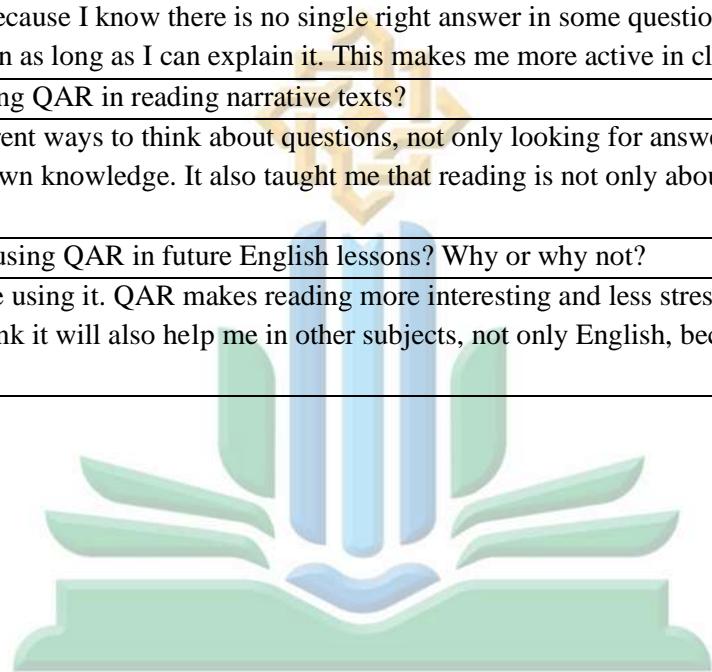


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## Interview Table – Student

Speaker	Question / Answer
R	What do you understand about the term <i>critical reading</i> ?
S	For me, critical reading means reading carefully and not just looking at the words. It is about trying to understand the deeper meaning of the text and not only what is written on the surface. Sometimes it also means connecting the story with my own experiences or opinions.
R	Why do you think critical reading is important for students like you?
S	I think it is important because it helps us to be smarter when we read something. If we only read quickly without thinking, we might miss the real message. Critical reading also makes us more prepared to answer difficult questions in exams or discussions.
R	Before learning the QAR strategy, what difficulties did you face when reading narrative texts?
S	Before QAR, I often felt confused about questions that asked me to give my opinion or explanation. I usually just copied sentences from the text, even if it didn't fully answer the question. I was also not confident when I had to explain "why" something happened in the story.
R	Did you often find it hard to analyze the deeper meaning of the text, not just the surface?
S	Yes, it was hard. I could tell what happened in the story, but when the teacher asked me about the author's message or lesson, I didn't know what to say. Sometimes I gave very short answers because I didn't know how to explain more.
R	What was your first impression when the teacher introduced the QAR strategy?
S	At first, I thought QAR was a little complicated because there were four categories. But after practicing, I realized it actually helped me understand how to approach different kinds of questions. It made me feel more organized when answering.
R	Which QAR category do you find easiest, and which is the hardest? Why?
S	The easiest for me is <i>Right There</i> because the answer is directly in the text. The hardest is <i>Author and You</i> because I have to connect the text with my own thinking, and sometimes I don't know what to say. But I'm getting better after more practice.
R	Do you think QAR has helped you improve your critical reading skills? How?
S	Yes, I think it has helped me a lot. Now I can explain my answers better and not just copy sentences. I also feel more

	confident when the teacher asks me to share my opinion in front of the class.
R	After practicing QAR, do you feel more confident in expressing your own opinion about a text?
S	Yes, I feel more confident because I know there is no single right answer in some questions. QAR taught me that it is okay to give my own interpretation as long as I can explain it. This makes me more active in class discussions too.
R	What did you learn from using QAR in reading narrative texts?
S	I learned that there are different ways to think about questions, not only looking for answers in the text. Sometimes I need to connect ideas or use my own knowledge. It also taught me that reading is not only about understanding the story but also about thinking critically.
R	Would you like to continue using QAR in future English lessons? Why or why not?
S	Yes, I would like to continue using it. QAR makes reading more interesting and less stressful because I know how to approach the questions. I think it will also help me in other subjects, not only English, because it trains me to think more carefully before answering.



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## Appendix 4

### Declaration of Authenticity

#### STATEMENT OF AUTHENTICITY

The undersigned:

ID Number: 212101060038

Name: Moch Ridho'i

Semester: IX (Nine)

Study Program: English Language Teaching

Hereby declare that my thesis entitled "Exploring secondary school students' critical reading skills of narrative through Question-answer relationship strategy" is the result of my own research/work, except for the parts that are referenced from other sources.

I hereby declare that this statement of originality is true and correct.

Jember, October 12, 2025

I, the undersigned



Moch Ridho'i

NIK. 212101060038

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**Appendix 5**  
**Research Permit letter**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-13759/ln.20/3.a/PP.009/10/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MADRASAH ALIYAH NEGERI 3 JEMBER

Jl. A.Yani No. 76, Krajan II, Jombang, Kecamatan Jombang, Kabupaten Jombang

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	212101060038
Nama	:	Moch Ridho'i
Semester	:	Semester Tujuh
Program Studi	:	Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai *"Exploring secondary school students' critical reading skills of narrative through Question-answer relationship strategy"* selama 29 (dua puluh sembilan) hari di lingkungan lembaga wewenang Bapak/Ibu I Musthofa Zuhri, S.Ag, M.Pd.I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 Oktober 2024

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**J E M B E R**

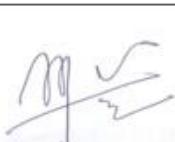


## Appendix 6

### Research Journal

#### Research Jurnal

##### Exploring secondary school students' critical reading skills of narrative through Question-answer relationship strategy

No	Day/Date	Activity	Signature
1	Preparation Phase	Submission of research permission and explanation of the research to the teacher. This stage served as preparation before conducting the study.	
2	1st Meeting	Introducing narrative texts and the concept of critical reading. Students were familiarized with the characteristics of narrative texts and the importance of critical reading skills. This session served as an introduction without involving data collection.	
3	2nd Meeting	Administering a pre-test on critical reading skills. Students answered ten questions based on a narrative text without prior exposure to the QAR strategy. The questions represented all four QAR categories to provide baseline data.	
4	3rd Meeting	Explicit introduction of the QAR strategy. The researcher explained the four QAR categories (Right There, Think and Search, Author and You, and On My Own) and provided examples and short practice exercises.	
5	4th Meeting	Conducting the first practice session using QAR-based questions. Students applied the strategy to answer questions on a narrative text, and their responses were collected for formative observation.	

6	5th Meeting	Conducting the second practice session emphasizing student autonomy. Students created their own QAR-based questions and answered them using a new narrative text to demonstrate independent strategy application.	
7	6th Meeting	Administering the post-test on critical reading. Students answered ten QAR-based questions on a narrative text of equivalent difficulty to the pre-test without any assistance.	
8	7th Meeting	Conducting semi-structured reflective interviews with participants to explore their perceptions, experiences, and insights regarding the use of the QAR strategy and its influence on their critical reading development.	



## Appendix 7

### Completion of Research Letter



## Appendix 8

### Research Instrument Validation Letter

**LEMBAR VALIDASI**  
**PEDOMAN INSTRUMEN PENGAMBILAN DATA**

**Exploring secondary school students' critical reading skills of narrative through  
Question-answer relationship strategy**

**A. TUJUAN:**

Lembar ini bertujuan untuk mengevaluasi kualitas dan kelayakan instrumen pengambilan data yang digunakan dalam penelitian berjudul "Exploring Secondary School Students' Critical Reading Skills of Narrative through Question-Answer Relationship Strategy." Penelitian ini dilakukan untuk mengidentifikasi sejauh mana kemampuan membaca kritis siswa sekolah menengah terhadap teks naratif melalui penerapan strategi *Question-Answer Relationship (QAR)*. Validasi instrumen ini dimaksudkan untuk memastikan bahwa butir pertanyaan telah sesuai dengan indikator keterampilan membaca kritis, mudah dipahami oleh peserta didik, serta mampu mengukur kemampuan berpikir kritis siswa secara tepat dan akurat.

**B. PETUNJUK:**

- Berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda berdasarkan tingkat kesesuaian setiap butir pernyataan terhadap indikator keterampilan membaca kritis siswa pada teks naratif melalui penerapan *Question-Answer Relationship (QAR) Strategy*.
- Terdapat 4 skala penilaian terhadap rubrik penilaian dengan sebagai berikut:

1= kurang  
2= cukup  
3= baik  
4= Sangat baik

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No	Indicator	Skor			
1	Soal tes sesuai dengan tujuan penelitian dan indikator keterampilan membaca kritis melalui <i>Question-Answer Relationship (QAR) Strategy</i> .	1	2	3	4

2	Perintah dan petunjuk dalam soal jelas, mudah dipahami, dan sesuai dengan konteks teks naratif yang digunakan.				<input checked="" type="checkbox"/>
3	Materi dan pertanyaan dalam soal relevan dengan jenis teks naratif serta mampu mengukur keterampilan membaca kritis siswa secara tepat				<input checked="" type="checkbox"/>

### C. CATATAN/SARAN



### D. KESIMPULAN

Secara umum pedoman rubrik penilaian yang telah dinilai dinyatakan:

Layak digunakan dengan tanpa revisi

Layak digunakan dengan revisi

Tidak layak digunakan

(mohon diberi tanda (✓) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)

dilmbes, 14 September 2024  
Validator
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Luthfi Mawaddah, S.Pd  
 NIP. 197708222005012008

## Appendix 9

### Scoring Rubric Validation Letter

**LEMBAR VALIDASI**  
**PEDOMAN RUBRIK PENILAIAN**

**Exploring secondary school students' critical reading skills of narrative through Question-answer relationship strategy**

**A. TUJUAN:**

Lembar ini bertujuan untuk mengevaluasi kualitas dan kelayakan pedoman rubrik penilaian yang digunakan dalam penelitian berjudul *"Exploring Secondary School Students' Critical Reading Skills of Narrative through Question-Answer Relationship Strategy."* Validasi ini dilakukan untuk memastikan bahwa rubrik penilaian telah sesuai dengan indikator keterampilan membaca kritis, menggunakan kriteria yang jelas dan terukur, serta mampu menilai performa siswa secara objektif, konsisten, dan sesuai dengan tujuan penelitian.

**B. PETUNJUK:**

- Berikan tanda centang (✓) pada kolom yang sesuai dengan pendapat Anda berdasarkan kriteria kesesuaian, kejelasan, dan kelayakan rubrik penilaian yang digunakan dalam penelitian *"Exploring Secondary School Students' Critical Reading Skills of Narrative through Question-Answer Relationship Strategy."*
- Terdapat 4 skala penilaian terhadap rubrik penilaian dengan sebagai berikut:

1= kurang  
 2= cukup

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No	Indicator	Skor	J E M B E R			
			1	2	3	4
1	Tujuan rubrik penilaian terlihat jelas dan relevan dengan keterampilan membaca kritis siswa.				✓	
2	Kesesuaian indikator dalam rubrik dengan aspek-aspek <i>critical reading</i> pada teks naratif.				✓	
3	Skala penilaian disusun secara sistematis, logis, dan mudah dipahami oleh penilai.				✓	
4	Rubrik mampu menilai kemampuan berpikir kritis siswa secara objektif, konsisten, dan terukur.				✓	

5	Setiap deskriptor penilaian dirumuskan secara jelas, tidak menimbulkan makna ganda, dan sesuai dengan tujuan penelitian.					<input checked="" type="checkbox"/>
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### C. CATATAN/SARAN

### D. KESIMPULAN

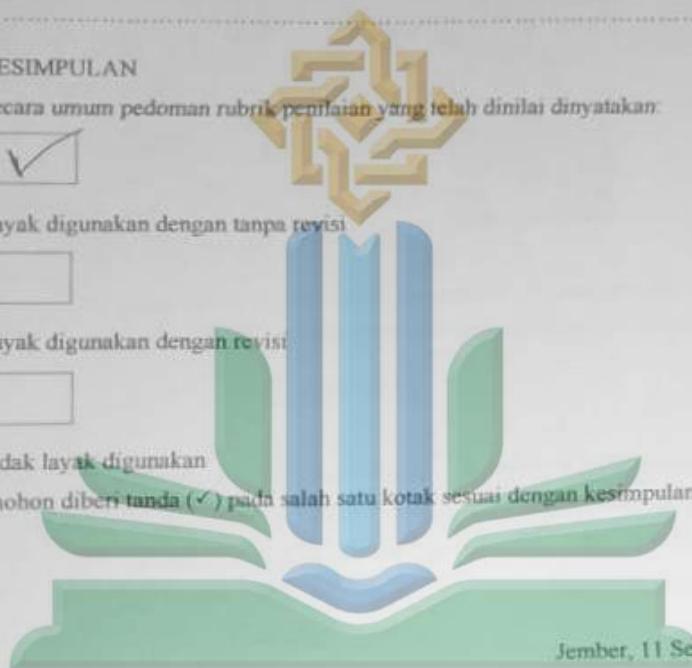
Secara umum pedoman rubrik penilaian yang telah dinilai dinyatakan:

Layak digunakan dengan tanpa revisi

Layak digunakan dengan revisi

Tidak layak digunakan

(mohon diberi tanda (✓) pada salah satu kotak sesuai dengan kesimpulan Bapak/Ibu)



Jember, 11 September 2024

Validator

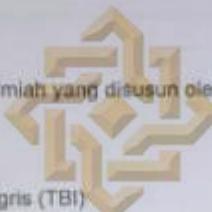
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R *Luthfi Mawaddah, S.Pd*  
NIP. 197708222005012008

## Appendix 10

### Plagiarism Letter


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**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
 Telp. (0331) 487560 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

**SURAT KETERANGAN LULUS CEK TURNITIN**


 Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : MOCH RIDHOI  
 NIM : 212101060038  
 Program Studi : Tadris Bahasa Inggris (TBI)  
 Judul Karya Ilmiah : Exploring secondary school students' critical reading skills of narrative through Question-answer relationship strategy

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (10,5%)

1. BAB I	: 23%
2. BAB II	: 15%
3. BAB III	: 11%
4. BAB IV	: 2%
5. BAB V	: 0%


 Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 29 Oktober 2025  
 Pengaruh Turnitin  
 FTIK UIN KHAS Jember  
 (Laily Yunita Susanti, S.Pd., M.Si.)  
NIP. 19806092019032007

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.  
 2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

**Appendix 11****Photo****a. Teacher Interview and Introduction Materi Activity****b. Pre-test and Post Test Activity**

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## Appendix 11

### Student Worksheet

jawaban

1. the last train left at 10:30 P.M. which was ten minutes before Mira arrived
2. She knew it because the clock above the station showed 10:40 P.M. and platform was already empty
3. He showed his employee ID from the train company and that made her feel a bit more confident to trust him
4. He offered it because it was late and the area around the station was not safe for her to stay alone
5. Mira hesitated because he was a stranger and she didn't know his intention, so she felt unsure at first
6. She learned that sometimes stranger can be kind, but she should always be careful with trust and give it wisely
7. The man showed kindness and responsibility. He also seemed helpful because he tried to make sure Mira could go home safely
8. Yes, once I got lost in a bus terminal and a woman helped me find the correct bus. I felt nervous, but she was very helpful
9. I think trusting him was okay because he showed a valid ID and didn't force her. But still she should be alert because we never fully know other people
10. This story reminds student to be aware of their surroundings, especially when they are alone late night. It teaches that trusting someone is fine, but they should check signs that the person is safe like identification or behavior

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Sidqi

## Appendix 12

### Author Biography

#### RESEARCHER IDENTITY



#### Personal Information

Full Name	: Moch Ridho'i
NIM	: 212101060038
Gender	: Male
Place, date of birth	: Yosorati Kec. Sumberbaru Kota Jember
Religion	: Islam
Department/Major Course	: FTIK/ English Education Program
Email Adress	: <a href="mailto:mochridhoi2001@gmail.com">mochridhoi2001@gmail.com</a>

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#### Education Background

1. SD Negeri 2 Yosorati
2. Mts Negeri 8 Jember
3. SMK Negeri 7 Jember