

**THE COMPARATIVE STUDY OF  
STUDENTS' READING COMPREHENSION  
BY USING RECIPROCAL TEACHING STRATEGY (RTS) AND  
QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY  
AT GRADE XI STUDENTS OF MAN SIPIROK**

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**ABSTRACT**

Penelitian ini bertujuan untuk menguji perbedaan efek *Reciprocal Teaching Strategy* (RTS) dan *Question Answer Relationship* (QAR) terhadap pemahaman membaca siswa. Populasi dari penelitian ini adalah semua siswa kelas XI di MAN Sipirol lokasi Dano Situmba tahun ajaran 2017/2018. Sample untuk kelas Experiment 1 adalah kelas XI MIA – 3 yang terdiri dari 29 siswa sedangkan sample untuk kelas Experiment 2 adalah kelas XI MIA – 2 yang juga terdiri dari 29 siswa. Data dikumpulkan melalui pre-test dan post-post test dengan bentuk tes pilihan berganda dan analisis data nya dengan menggunakan uji-t. Hasil penelitian ini menunjukkan adanya perbedaan rata-rata skor sebelum dan sesudah menggunakan RTS dan strategy QAR. Rata-rata skor pada kelas experiment 1 sebelum menggunakan RTS adalah 63.5 dan rata-rata skor setelah menggunakan RTS adalah 75.34. Sedangkan rata-rata kelas pada kelas experiment 2 sebelum menggunakan QAR strategy adalah 63.48 dan rata-rata skor setelah menggunakan QAR adalah 73.79. Perbedaan skor kedua kelas experiment tersebut adalah 1.58 dengan  $t_0$  lebih tinggi dar  $t_t$  ( $2.053 > 1.672$ ) yang berarti  $H_a$  diterima. Jadi, ditemukan perbedaan pengaruh yang significant pada RTS dan QAR Strategy terhadap membaca pemahaman siswa di kelas XI MAN Sipirol lokasi Dano Situmba.

**Key Words:** *Reciprocal Teaching, Question Answer Relationship, Reading Comprehension.*

**A. INTRODUCTION**

Reading as a one of the skills in English is very important. It is a process of getting the information from written language. It is not only found from the books, but also from another sources like internet, announcements, newspaper, advertisements, magazines, television news, maps, slogans and everything in written form. So, the reader will get information, increasing knowledge and perception, breaks boring, enrich vocabularies and improve writing by reading.

Reading is a very essential activity for human's life. It is not only for students, but also for every people in the universe. Because the readers will get the information, get knowledge and perception, enrich vocabularies, improves writing and so on.

Reading for students is able to help them in understanding and comprehending their lessons. They will be easier for finishing their tasks after reading. For an example, to answer some questions base on a passage or to conclude a passage. So, students who are diligent to read their books and other lesson sources will be smart students.

It is contrary to most of students in MAN Sipirok. Based on information from one of the English teachers in MAN Sipirok<sup>1</sup>, there are so many students who are not able to comprehend the text when they read. It can be proved from the score which students got. The result of the second grade students' Mid Term Examination showed that their mean score (XI-MIA<sup>3</sup>) was 42.07 and it is still under the score standard.<sup>2</sup> It means the students had not gotten their target in English lesson.

Similarly, the second grade students (XI MIA-2) of MAN Sipirok said that they were difficult to translate the text into Indonesia. It made them difficult to understand the text. So, when they read a text, they just read it, and did not know the meaning of what they read about. It means they could not understand and comprehend the text well.

There were some students' problems in reading comprehension. First, the students were lack of vocabularies. Vocabularies are needed for reading to comprehend the text. When the teacher ordered them to read, they translated the text word by word by opening dictionary, it made the meaning of the text unclear. Beside it, they were always confused when they find new unfamiliar words. They rarely tried to predict the meaning of unfamiliar words. So, the students could not comprehend a whole text well because they were lack of vocabularies.

Next, the students were lack of motivation in learning English. Most of students did not like study English. They were prefer to study other subjects rather

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<sup>1</sup>IlhamsyahSiregar,*Private Interview*, recorded on October 6<sup>th</sup>, 2017 in MAN Sipirok.

<sup>2</sup>Students' Mid Score, *Document of XI MIA 3 of MAN Sipirok*, gottten on October 6<sup>th</sup> 2017 in MAN Sipirok.

than to study English. When the teacher asked them to use English in English lesson, most of students gave a response by using Indonesia or Bataknese. So do in reading, they supposed that reading is difficult without try to make it easier. The low motivation of the students in reading made them lazy to read, even to understand what they read. Therefore, motivation is an essential thing for students' reading.

The last, the researcher identified that the problem was not only come from the students, but also from the teacher. The teacher always uses the same way during teaching. He always begins his lesson by giving the topic that will be discussed by students. Next, he lets the students to find out the meaning and the purpose of their lesson. In the end of every meeting, the teacher helps the students to conclude their lesson.<sup>3</sup> It means the teacher always teach his students monotonously and has not apply the various ways to teach reading in the classroom. It is essential to introduce various reading strategy to students.

Due to the problems of the students, the English teacher has to teach the students by applying the appropriate strategy for reading. There are many reading strategies; First, Reciprocal Teaching Strategy (RTS) is designed to improve comprehension for middle school students who could decode but had difficulty comprehending text.<sup>4</sup> Second, Scanning Strategy is a reading strategy that quickly searching for some particular piece or pieces of information in a text. Next, Skimming Strategy gives reader the advantage of being able to predict the purpose of the passage, the main topic or message or possibly some of the developing or supporting ideas<sup>5</sup>. Question Answer Relationships (QAR) is a reading strategy which serves to assist the reader in connecting reading purpose to a text and to a personal information sources<sup>6</sup>, and others. These various strategies are suitable and good to enjoy reading in daily life.

Based on strategies above, the researcher chose Reciprocal Teaching Strategy (RTS) and Question-Answer Relationship (QAR) Strategy to solve the

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<sup>3</sup>IlhamsyahSiregar,*Private Interview*, recorded on October 6<sup>th</sup>, 2017 in MAN Sipirok.

<sup>4</sup>Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties* (USA: The GuilfordPres, 2007), p. 131., e-book taken from <https://goo.gl/hD98Ke>.

<sup>5</sup>Douglas Brown, *Teaching by Principles* (USA: Prentice-Hall, Inc: 1994), p.293.

<sup>6</sup>Donna E. Alverman, et. al., *Theoretical Models and Processes of Reading* (USA: International Reading Association (IRA), 2013), p. 1043-1044.,e-book taken from <https://goo.gl/h4GrYZ>.

students' problems. It refers to Yuli Ramita's research; she found that this strategy has positive effect on students' reading comprehension.<sup>7</sup> Beside it, the previous study conducted by Tri Anggeraini, Mukhaiyar & Hamzah on their research, they found that QAR strategy gives effect on students' reading comprehension of descriptive text.<sup>8</sup> Similarly, another previous study by Lilla Roosantie shows that the students taught using QAR achieved better scores in reading comprehension. In other words, QAR improves the students reading comprehension.<sup>9</sup> Besides, based on theory was introduced by Janette K. "Reciprocal Teaching Strategy (RTS) is designed to improve comprehension for middle school students who could decode but had difficulty comprehending text."<sup>10</sup> Meanwhile, Donna E. Alverman states "Question Answer Relationships (QAR) is a reading strategy which serves to assist the reader in connecting reading purpose to a text and to a personal information sources".<sup>11</sup> So, Reciprocal Teaching Strategy (RTS) and Question-Answer Relationship (QAR) Strategy has any effect on students' reading comprehension.

Based on the explanation above, the researcher was interested to conduct the research to solve the students' problems entitle "Reciprocal Teaching Strategy (RTS) and Question-Answer Relationship (QAR) Strategy to teach reading in the school. The researcher wants to know whether Reciprocal Teaching Strategy (RTS) and Question-Answer Relationship (QAR) Strategy affect students' reading comprehension, and how the comparison both of them. Based on above explanation, the researcher was interested to conduct the research to solve the problem about students' reading comprehension by using Reciprocal Teaching

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<sup>7</sup>Yuli Ramita, "The Effect of Reciprocal Teaching and Reading Interest Toward Students' Reading Comprehension of Third Semester STAIN Kerinci", on *Journal English Language Teaching (ELT)*, Volume 1 Nomor 1, Maret 2015, retrieved from <https://goo.gl/YGzprN> on 2<sup>nd</sup> October 2017.

<sup>8</sup>Tri Anggeraini, et. al., "The Effect of Question Answer Relationships (QAR) Strategy and Reading Motivation Toward Students' Reading Comprehension on Descriptive Text at Grade X of SMAN 4 Lubuklinggau", on *Journal English Language Teaching (ELT)*, volume 2 Nomor 1, Maret 2014, retrieved from <https://goo.gl/jrnYhx> on 2<sup>nd</sup> October 2017.

<sup>9</sup>Lilla Roosantie, "The Effect of Question-Answer Relationship on The Reading Comprehension Score of The First Graders of SMK" on *Magister Scientiae*, Edisi No. 35 - Maret 2014, p.25-46, retrieved from <https://goo.gl/jdZx8E> on 2<sup>nd</sup> October 2017.

<sup>10</sup>Janette K. Klingner, et. al., *Teaching Reading Comprehension* ...., p.131.

<sup>11</sup>Donna E. Alverman, et. al., *Theoretical Models* ...., p. 1043-1044.

Strategy (RTS) and Question-Answer Relationship (QAR) Strategy at Grade XI Students of MAN Sipirok”

## **B. THEORITICAL DESCRIPTION**

### **1. Reciprocal Teaching Strategy (RTS)**

Reciprocal teaching is a cooperative reading technique developed by Palinscar and Brown for low-achieving readers in native language contexts.<sup>12</sup> Reciprocal Teaching is an instructional approach design to increase reading comprehension by encouraging students to use reading strategies. In a small group of four or five, students begin by all reading the first paragraph or passage of the same text silently.<sup>13</sup> It means Reciprocal Teaching Strategy is a reading strategy for cooperative reading by discussing paragraph by paragraph.

Reciprocal teaching is designed to improve comprehension for middle school students who could decode but had difficulty comprehending text. Students learn to use the four strategies of prediction, summarization, question generation, and clarification and to apply these while discussing text with the teacher and their peers. The teacher first models how to implement the strategies. Next, through prompt, questions, and reminders, the teacher supports students’ efforts to use the strategies while reading and discussing text.<sup>14</sup> So, reciprocal teaching strategy is a reading strategy for students’ group discussion that consist of predicting, questioning, clarifying and summarizing that enable students to improve their reading comprehension.

Procedures for teaching reading using RTS as explained by Palinscar and Brown as follows:

- 1) Scaffold student learning by modelling, guiding and applying the strategies while reading. Read a section of the text aloud and model the four steps – summarising, clarifying, questioning and predicting.
- 2) In groups of four allocate a role to each student i.e. summariser, questioner, clarifier and predictor.
- 3) Have students read a few paragraphs of a text selection. Suggest to students they use note-taking strategies such as underlining, coding, etc.

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<sup>12</sup>Anna Uhl Chamot, et. al., *The Learning Strategies Handbook* (Addison Wesley Longman: Longman, 1999), p. 106.

<sup>13</sup>J. Michael O’Malley & Lorraine Paldez Pierce, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing Company, Inc., 1996), p. 94.

<sup>14</sup>Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties* (USA: The Guilford Press, 2007), p.131., e-book taken from <https://goo.gl/hD98Ke>.

- 4) The predictor helps the group connect sections of the text by reviewing predictions from the previous section and helps the group predict what they will read about next by using clues and inferences in the text. The questioner helps the group to ask and answer questions about the text and reminds the group to use all types of questions (higher and lower order). The summarizer restates the main ideas in the text and helps the group state the main idea or ideas in their own words. The clarifier helps the group find parts of the reading that are not clear and finds ways to clear up these difficulties.
- 5) Roles in the group switch and the next selection of text is read. Students repeat the process in their new role. Repeat this process until text/topic selection is finished.<sup>15</sup>

From these procedure above can be concluded that the teacher just modeling the reading process and let the students to discuss the text during students' reading in using RTS.

## **2. Question Answer Relationship (QAR) Strategy**

Question Answer Relationship (QAR) Strategy is a reading strategy developed by Raphael in 1986 which serves to assist the readers in connecting reading purpose to text and to personal information sources.<sup>16</sup> This strategy is useful for novice readers or struggling readers who are having difficulty drawing inferences during listening and reading.<sup>17</sup> It means this strategy enables a reader to connect their aim for reading to what they read about.

Question Answer Relationship (QAR) Strategy is a procedure for enhancing students' ability to answer comprehension question by giving them a systematic means for analyzing task demands of different question probes.<sup>18</sup> It is also teaches them how to decode what types of questions they are being asked and where find

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<sup>15</sup>National Behavior Support Service. (n.d.), *Reciprocal Teaching, Reading and Learning Strategy, Before, During and After Reading Strategy*, Retrieved from: <https://goo.gl/ps69xVon15><sup>th</sup> May, 2017.

<sup>16</sup>Donna E. Alverman, et. al., *Theoretical Models and Processes of Reading* (USA: International Reading Association (IRA), 2013), p. 1043-1044.,*e-book* taken from <https://goo.gl/h4GrYZ>.

<sup>17</sup>Sharon Walpole & Michael c. McKenna, *Differentiated Reading Instruction: Strategies for The Primary Grades* (USA: The Guilford Press, 2007), p. 114, *e-book* taken from <https://goo.gl/Rq2217>.

<sup>18</sup>Robert T. Tierney and John E. Readence, *Reading Strategies and Practice: A Compendium* (USA: Pearson Education, Inc, 2005), p. 274.

the answers to them.<sup>19</sup> It is the very strong personal identification with learning that students develop. Their ideas and response are validated; their words became central to class study of a unit or topic.<sup>20</sup> It means QAR strategy helps students to identify different type of questions and it will make the easier in answering various types of questions.

Students can use the following QAR question types to analyze and answer teacher-initiated questions or to create their own questions:

- 1) *Right There*: answers to literal questions can be found in one sentence in the text. *Right There* questions contain wording that comes directly from the text, with an answer often found in a single sentence.
- 2) *Think and Search* questions are derived directly from the text, but the answer must be formulated across more than one sentence. Readers need to “think and search” or put together different parts of the text, to find the answer. The answer can be within a paragraph, across paragraphs, or even across chapters and book.
- 3) *The Author and Me* questions require students to connect information from the text to what they have already learned and many requires students to consider their own experiences or opinions or to extend what they have learned.
- 4) *On My Own* question can be answered from the reader’s own experience without information from the text. It means the answer is not in the text.<sup>21</sup>

From explanation above can be concluded that both *Right There* and *Think and Search* question are categorized as explicit or *book* questions, it means the answers can be found in the book or directly in the text. Meanwhile both *The Author and Me* and *On My Own* questions are implicit or *brain* questions. It means the answers cannot be located directly in the text and must be formulated by connecting what the reader knows with the text.<sup>22</sup> Therefore, a reader who applies this strategy will be easier to correlate an answer for a question base on passage or their own background knowledge.

### **3. Reading Comprehension**

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<sup>19</sup>Taffy E. Raphael & Kathryn h. Au, “QAR: Enhancing Comprehension and Test Taking Across Grades And Content Areas,” *The Reading Teacher*, Vol.59, No. 3, 200, p. 206-221, taken from <https://goo.gl/c1DsT5>.

<sup>20</sup>Dianne Lapp, et. al, *Content Area Reading and Learning: Instructional Strategies* (USA: Lawrence Erlbaum Associates, Inc, 2004), p. 105, *e-book* taken from <https://goo.gl/UKGQAK>.

<sup>21</sup>Taffy E. Raphael & Kathryn h. Au, “QAR: Enhancing .....”, p. 206-221.

<sup>22</sup>Douglas Fisher & Nancy Frey, *Guided Instruction: How to Develop Confident and Successful Learners* (USA: ASCD, 2010), p. 29, *e-book* taken from <https://goo.gl/qqEUWd>.



Reading comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read.<sup>23</sup> R.R. Jordan states that reading comprehension is an activity when readers read they try to concern with the subject-content of what they read and the language in which they express it.<sup>24</sup> In conclusion reading comprehension is an activity by looking a text and connecting it to reader's background knowledge in getting understanding. Due to explanation above can be concluded that reading comprehension is reading a text by thinking while reading and connecting what the reader reads to their ideas or background knowledge in order to understand or comprehend the text.

There are some indicators in assessing students' reading, as follow:<sup>25</sup>

**Table 1**

Indicators of Reading Assessment

NO	Indicators of Reading Assessment
1	Able to identify the main idea of the text
2	Able to identify specific information of the text
3	Able to identify detail information of the text
4	Able to get the meaning of the text (words or sentences)

Based on indicators of reading assessment above, the students should able to identify the main idea of the text, the specific information of the text, detail information of the text and able to get the meaning of the text in reading (it can be word or sentence). These indicators will be an escort for a teacher in assessing students' reading comprehension. So do researcher who want to research in a reading class.

#### **4. Report Text**

Report text is a kind of factual text. Report text is a text contain scientific information and knowledge improving, it is essential text to increase readers'

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<sup>23</sup>Linda Jeffries & Beatrice S. Mikulecky, *Advanced Reading Power, Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* (USA: Longman, 2007), p. 74.

<sup>24</sup>R. R. Jordan, *English for Academic .....*, p. 143.

<sup>25</sup>Silabus, "Bahasa Inggris-Wajib SMA Kelas XI", Kurikulum 2013, retrieved from [www.jagoanbahasainggris.com](http://www.jagoanbahasainggris.com) Saturday, October 21<sup>st</sup>, 2017.



knowledge.<sup>26</sup> It means that report text is a text that tells readers about factual information of something or particular thing. Text elements of report text are consist of title, general statement or general classification, and description.

Every text has its own characteristic of language. The grammar pattern commonly use in report text can be classified as follow:

- 1) use present form
- 2) use declarative sentences
- 3) use conjunctions.<sup>27</sup>

The three grammar pattern above are commonly use in report text. It means there are another grammar pattern that can be used in report text.

### **C. RESEARCH METHODOLOGY**

This research had been conducted at MAN Sipirok. It was located at Dano Situmba Village in Sipirok. It was done from October 2017 up to May 2018. The subject of this research was the eleventh grade of the students. The kind of this research was quantitative research with experimental method. The population as the data sources of this research were all of the second grade students of MAN Sipirok at Situmba Village that consist of four classes.

The researcher chose two classes as a sample in this research. The first class as experiment class 1 was taught by using Reciprocal Teaching Strategy (RTS). Meanwhile the second class as experiment class 2 was taught by using Question Answer Relationships (QAR) Strategy. The researcher used a test as instrument in collecting data. The test that was used in this research is multiple choice test consists of four options a, b, c, and d.

### **D. FINDINGS**

Based on the result of this research, the researcher has proved what had been stated by Anna Uhl Chamot, et. al.,<sup>28</sup> and Janette K. Klingner, et. al.,<sup>29</sup> where Reciprocal Teaching Strategy (RTS) is a reading strategy that able to improve reading comprehension. Both theories stated that RTS is an appropriate strategy for reading comprehension, and in this research, the researcher found that the

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<sup>26</sup>Pardiyono, *PastiBisa!Teaching Genre-Based Writing* (Yogyakarta: Penerbit ANDI, 2007), p. 271.

<sup>27</sup>*Ibid.*, p. 275.

<sup>28</sup>Anna Uhl Chamot, et. al., *The Learning Strategies Handbook* (Addison Wesley Longman: Longman, 1999), p. 106.

<sup>29</sup>Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties* (USA: The Guilford Pres, 2007), p.131., e-book taken from <https://goo.gl/hD98K>

mean score of students' reading comprehension before using RTS was 63.5 and after using RTS was 75.34. It meant there was the effect of RTS on reading comprehension.

So do QAR Strategy, the researcher has proved what had been stated by Donna E. Alverman, et. al.,<sup>30</sup> and Robert T. Tierney and John E. Readence<sup>31</sup>, where Question Answer Relationship (QAR) Strategy is a procedure for enhancing students' ability to answer comprehension question and assist the readers in connecting the reading purpose to the text. In this research, before using QAR Strategy, the researcher found that the students' means score was 64.48, and after using QAR Strategy was 73.78. It meant there was the effect of QAR Strategy on reading comprehension, it support and prove their theory.

The result above supported the previous research by some researchers. First, Pausiah on her thesis got the mean score of pre-test of the experimental class was 73.65.<sup>32</sup> Next, Ismaidah on her thesis found the mean score of pre-test of the experimental class was 62.48.<sup>33</sup> Then, Hosseini Faard & Rimani Nikou on their journal got the mean score of pre-test of the experimental class was 57.8.<sup>34</sup> So, pre-test result by using different strategies are various; reciprocal teaching strategy: 73.65 > collaborative strategy: 62.48 > question answer relationship strategy: 57.8. Meanwhile, the researcher got the mean score of pre-test of the experimental class 1 was 63.5 and experimental class 2 was 63.48.

The comparison pre-test score to what the researcher got is: reciprocal teaching by the previous researcher :73.65> reciprocal teaching by researcher: 63.5 > question answer relationship strategy by the researcher: 63.48 >

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<sup>30</sup>Donna E. Alverman, et. al., *Theoretical Models and Processes of Reading* (USA: International Reading Association (IRA), 2013), p. 1043-1044., e-book taken from <https://goo.gl/h4GrYZ>.

<sup>31</sup>Robert T. Tierney and John E. Readence, *Reading Strategies and Practice: A Compendium* (USA: Pearson Education, Inc, 2005), p. 274.

<sup>32</sup>Pausiah "The Effect of Reciprocal Teaching Strategy to Students' Reading Comprehension at Grade VII SMP Negeri 5 Padangsidempuan", *Unpublished Thesis*, (Padangsidempuan: IAIN Padangsidempuan, 2014).

<sup>33</sup>Ismaidah, "The Effect of Collaborative Strategy on Students' Reading Comprehension at Grade X SMAN 3 Panyabungan", *Unpublish Thesis*, (Padangsidempuan: IAIN Padangsidempuan, 2016).

<sup>34</sup>Hosseini Faard & Rimani Nikou, "The Effect of Question-Answer Relationship (QAR) Strategy on First Grade High School EFL Students' Reading Comprehension", *International Journal of Language Learning and Applied Linguistic Word(IJLLALW)*, Vol.7 (2), October 2014), p. 300-312, retrieved from <https://goo.gl/rAXPAG>, on Friday, October 20<sup>th</sup>, 2017.

collaborative strategy: 62.48 > question answer relationship strategy by the previous researcher: 57.8. Then, for the post-test result, Ismaidah by applying collaborative strategy got the experimental class' score was 86.52, Pausiah by applying reciprocal teaching got the experimental class' score was 74.96 and Hosseini Faard & Rimani Nikou by applying question answer relationship strategy got the experimental class' score was 72.5, it means the comparison result from the higher to the lower of previous study is collaborative strategy : 86.52 > reciprocal teaching strategy : 74.96 > question answer relationship : 72.5. Besides, the researcher got the mean score for experimental class 1 after using reciprocal teaching strategy was 75.34 and the experimental class 2 after using question answer relationship was 73.78. So, the result for post-test score that gotten by researcher and the related finding are collaborative strategy: 86.52 > reciprocal teaching strategy by the researcher : 75.35 > reciprocal teaching strategy by the previous researcher : 74.78 > question answer relationship strategy by the researcher : 73.78 > question answer relationship strategy by the previous researcher : 72.5.

Based on the result, the researcher has got the effect of using the strategy on students' reading comprehension. Hosseini Faard & Rimani Nikou in using question answer relationship found that  $t_0$  is higher than  $t_t$  ( $3.277 > 1.703$ ), Pausiah in using reciprocal teaching strategy found that  $t_0$  is higher than  $t_t$  ( $2.18 > 1.67$ ), and Ismaidah in using collaborative strategy found that  $t_0$  was 4.22 and  $t_t$  was 1.67 ( $t_0$  is higher than  $t_t$ ,  $4.22 > 1.67$ ). Besides, the researcher also found that  $t_0$  is higher than  $t_t$  where  $t_0$  was 2.053 and  $t_t$  was 1.6725 ( $t_0$  was higher than  $t_t$ ). So, it can be concluded that there was affect of reciprocal teaching strategy and question answer relationship strategy on students reading comprehension at grade XI students' of MAN Sipirok.

From the result of the research that is previously stated, it was proved that the students of the experimental class 1 who were taught reading comprehension by using reciprocal teaching strategy got better result: 75.35 than the experimental class 2 that were taught reading comprehension by using question answer relationship strategy: 74.78. It means there was different effect of RTS and QARS on students' reading comprehension.

## **E. CONCLUSION**

Based on the calculation of  $t_{\text{test}}, t_{\text{count}} = 7.834$  was higher than  $t_{\text{table}} = 1.67252$  and the mean score of experimental class 1 in post-test was 75.34, meanwhile the mean score of experimental class 2 in post-test was 73.78, experimental class 1 was higher than experimental class 2 ( $75.34 > 73.78$ ). It can be concluded that there was the different effect of Reciprocal Teaching Strategy and Question Answer Relationship on Students' reading comprehension at Grade XI of MAN Sapirokwere where  $H_a$  was accepted.

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