

**The Implementation of Teaching Reading Comprehension by Using  
Question and Answer Relationship (QAR) Strategy Utilizing Information  
and Communication Technology (ICT) for The Eleventh Grade Students  
of SMAN 2 Sukoharjo in Academic Year  
2022/2023**

**THESIS  
Submitted as A Partial Requirements  
for The Degree of Sarjana**



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF CULTURES AND LANGUAGES  
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*Assalamu 'alaikum Wr. Wb.*

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Thank you for the attention.

*Wassalamu 'alaikum Wr. Wb*

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## RATIFICATION

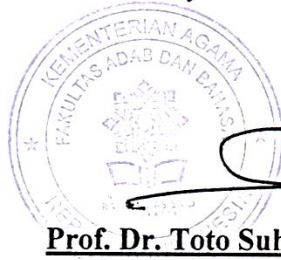
This is to certify the Sarjana thesis entitled “The Implementation of Teaching Reading Comprehension by Using Question and Answer Relationship (QAR) Strategy Utilizing Information and Communication Technology (ICT) for The Eleventh Grade Students of SMAN 2 Sukoharjo in Academic Year 2022/2023” by Ditya Apriliana has been approved by the Board of the Thesis Examiners at the requirement for the Undergraduate Degree in English Language Education Study Program.

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## **DEDICATION**

Praise and gratitude to Allah SWT Almighty for his abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life is my beloved parents, for their love, support, patience, and guidance.
2. My beloved sisters who always support and give me motivation.
3. My beloved Advisor Mrs. Atin Kuniawati, S.Pd, M.A who always teach me.
4. My beloved friends who always cheer me up, support and give me motivation.
5. My beloved almamater UIN Raden Mas Said Surakarta, which has made me grow up and has contributed much for my self-development.

## **MOTTO**

“Fear is not to be avoided but to be faced.”

"Surely Allah will not change the condition of a people, before they change the  
condition of themselves."

– QS Ar Rad 11

“Don't go where the road will lead. Make your own path and leave a trail.”

– Ralph Waldo Emerson

"You don't have to be great to start, but you have to start to be great."

– Zig Ziglar

## PRONOUNCEMENT

Name : Ditya Apriliana  
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I hereby sincerely state that the thesis titled “The Implementation of Teaching Reading Comprehension by Using Question and Answer Relationship (QAR) Strategy Utilizing Information and Communication Technology (ICT) for The Eleventh Grade Students of SMAN 2 Sukoharjo in Academic Year 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am will to take the academic sanctions in the form of repealing my thesis and academic deree.

Sukoharjo, May 23<sup>th</sup>, 2023

Stated by,



Ditya Apriliana

## ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of Judgment, God Almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Implementation of Teaching Reading Comprehension by Using Question and Answer Relationship (QAR) Strategy Utilizing Information and Communication Technology (ICT) for The Eleventh Grade Students of SMAN 2 Sukoharjo in Academic Year 2022/2023 “ Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The researcher is sure that this thesis would not to be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 15 May 2023

The Researcher



**Ditya Apriliana**

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## ABSTRACT

Apriliana, Ditya. 2023. *The Implementation of Teaching Reading Comprehension by Using Question and Answer Relationship (QAR) Strategy Utilizing Information and Communication Technology (ICT) for The Eleventh Grade Students of SMAN 2 Sukoharjo in Academic Year 2022/2023*. Thesis. English Education Department, Cultures and Languages Faculty.

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Keywords: Teaching Reading Comprehension, QAR (Question and Answer) Strategy, ICT (Information and Communication Technology)

The objectives of this research are to know and to describe the implementation teaching reading comprehension by using QAR strategy utilizing ICT, to know and to describe the advantages and the disadvantages in teaching reading comprehension by using QAR strategy for the eleventh-grade students of SMAN 2 Sukoharjo in academic year 2022/2023.

This research used qualitative descriptive research method. The data is in the form of the implementation of the QAR Strategy utilizing ICT by teachers as well as the advantages and disadvantages regarding the implementation of the QAR Strategy utilizing ICT. In collecting the data, this research used three kinds of instruments; they were observation, interview and documentation. This research used three major phases of data analysis; they were data reduction, data display, and conclusion drawing or verification.

The Results of the research are as follows: The first, teaching learning processes in the class were running well. It could be seen by the teacher did complete the QAR step based on Margareth's procedure of teaching reading comprehension by using QAR utilizing ICT. The atmosphere of teaching and learning reading by using Question-Answer Relationship strategy the students looked active and responsive due to teacher utilizing ICT. The second, The QAR Strategy utilizing ICT has been proven to have benefits for helping students to improve reading comprehension and there are only a few disadvantages in the QAR Strategy utilizing ICT, namely the teacher has to explain about the existence of several types of QAR Strategy questions.



# CHAPTER I

## INTRODUCTION

### **A. Background**

In teaching English, teaching reading is important because reading is also one of the English language skills and really need to be considered by the teacher in order to get maximum results. According to Nurgiyantoro and Burhan (2011), reading is a very important part of learning and expanding knowledge. Teaching reading is intended for students to be able to understand the contents of written information or messages in depth, not just to understand or recognize English vocabulary. Students must certainly understand how to extract messages or information from a reading text. Therefore, students must equip themselves with reading skills, including mentioning main ideas, getting explicit messages, recognizing communicative functions, interpreting implied meanings.

In addition to reading, reading comprehension is also very important for students to master. Students are expected to understand the content and intent of the reading text in addition to reading. Richard (1996) asserts that comprehension activities can address different levels of understanding, including literal understanding (understanding the meaning stated explicitly in a text), inferential understanding (drawing conclusions and making predictions based on information in the text), and evaluation (making judgments about the content of the text based on personal values or others). Besides, the problems in learning reading comprehension according Linane (2016) are as follows. First, the students need to be able to decode and comprehend what they are reading. Second, the students do



not understand what they read. Third, the difficult language in historical texts and poor question design in the book. The students are struggling readers. They cannot correctly identify the main idea when they read. Reading comprehension is one of the important skills that must be mastered by students, along with English, which has become a subject in schools from elementary school to university.

There are many teacher strategies that can be applied in teaching reading comprehension, and one of them uses Question and Answer Relationship (QAR) strategy (Raphael 1986). In connection with this theory, QAR will aid students in understanding the various types of questions and in knowing how to effectively and efficiently strategy the text based on the various question types. QAR is one of the strategies used to teach reading. It teaches students to respond to the questions that call for knowledge of information from the text and aids in their comprehension of the relationship between questions and the locations of their respective answers. It implies that QAR is a strategy to aid students in developing a deeper understanding of the material while responding to the question. This QAR strategy can be used from elementary school to university.

In 5.0 era, students are very closely related to the existence of technology in any field, including education. The pandemic has an impact that needed their usage of technology. Technology has a role to play in helping teachers teach reading comprehension. The ways in which teaching and learning are carried out have changed as a result of the introduction of Information and Communication Technology (ICT) technology (Saira et al., 2020). The effectiveness of teachers and students has grown as a result of the use of ICT in the teaching learning process.

Teaching reading comprehension in the classroom will be significantly impacted by combining QAR strategy with the used of ICT.

Previous studies have been done by Sa'dulloh Muzammil (2016) entitled "QAR (Question Answer Relationship) As an Alternative Strategy to Teach Reading." It showed that teaching reading comprehension through the QAR strategy requires more than just an awareness of the strategy and its effectiveness it requires that students receive a model of instruction that include explicit instruction, modeling and thinking aloud, scaffolding, coaching, and independent practice. Throughout each phase of instruction, the teacher gradually releases the responsibility for the strategy to the students.

Furthermore, by Dian Gustia Tarbiyah (2018) conducted a study entitled "Teaching and Learning Reading Comprehension Through a Question Answer Relationship (QAR) Strategy with The Second Semester Eight Grade Students of Mts Assalam Tanjung Sari Lampung Selatan In The Academic Year 2017-2018." From this research it can be concluded that using the QAR strategy you also must do the steps contained in the strategy correctly and sequentially. The researcher said that the english teacher could do the steps of QAR in teaching and learning reading comprehension well.

The next is Ade Sahbana Damanik and Herman (2021) conducted a study entitled "Improving Students' Reading Comprehension Through Question Answer Relationship Strategy (QARS)". It can be concluded based on the results of this research above. This research meant to measure mastering students reading comprehension text in students' junior high school. QAR is very effective in

improving students' reading comprehension so that their scores increase significantly. Then Mohammed Adulkareem A. Alkamel and, Dr. Santosh S. Chouthaiwale (2018) conducted a study entitled "The Use of ICT Tools In English Language Teaching and Learning: A Literature Review". From the research it can be concluded that ICT is gaining a vast attractiveness in foreign language teaching and learning; more educators are embracing it. ICT has its noticeable impact on the quality and quantity of the teaching-learning process. In concrete terms, ICT can enhance teaching and learning through its dynamic, interactive, and engaging content. In the previous study only discussed about the use of QAR strategy in teaching reading comprehension, while in this research discussed about the use of QAR strategy in teaching reading comprehension utilizing ICT.

By doing pre-research on 7 November 2022, researcher do interview and observation in English teaching learning process at SMAN 2 Sukoharjo, it was found that the teaching reading comprehension through QAR strategy utilizing ICT has been applied by teacher there. From the results of observation with the English teacher, Mr. Ahmad Dadang Pramusinta, S.Pd, M.Pd at SMAN 2 Sukoharjo. The researcher found the teacher applying the QAR Strategy, and the students seems still have difficulty when the teacher asked about what is the meaning of the reading text, students often cannot describe the text conveyed by the teacher at the beginning of learning, there must be concrete objects to get them engaged with the reading text. The QAR strategy utilizing ICT facilitate students learning style, because students are facilitated by several learning styles that allow them to easily understand the material that the teacher conveys the teacher using audio visual for

explaining the material. The researcher also found characteristic students in language class is so crowded and difficult to focus on the material, but the teacher greatly helped with the ICT.

From the results of observation and interview, the researcher was interested in conducting intensive research on teaching reading comprehension through QAR Strategy. The researcher conducted the research teaching reading comprehension by using QAR strategy utilizing ICT for eleventh grade students of SMAN 2 Sukoharjo in academic year 2022/2023. The novelty of this research is, from previous research, the journal and thesis did not discuss the use of ICT to support the implementation of the QAR Strategy procedure, but in the research that the researcher discussed there was a discussion regarding the use of ICT in teaching reading comprehension using the QAR Strategy.

## **B. Identification of Problems**

Based on the background of the study and the pre-observation, the researcher identified problems as follows:

1. Students have difficulty learning reading comprehension.
2. Students are often bored and easily dictated their focus.
3. There is no modification in the implementation of the QAR Strategy in teaching reading comprehension.
4. The use of ICT in teaching reading comprehension, not all teachers utilizing ICT in teaching reading comprehension by using QAR Strategy.
5. Students reading comprehension is under expectation.

### **C. Limitation of Problem**

Based on the identification of the problem above, the researcher focused on teaching and learning reading comprehension through QAR strategy utilizing ICT, the researcher will focused on ICT (application) that used by the teacher for delivering material in teaching learning process and the advantages also disadvantages of the implementation of QAR Strategy utilizing ICT in teaching reading comprehension at SMAN 2 Sukoharjo for the eleventh grade students of SMAN 2 Sukoharjo in academic year 2022/2023. The subject and main informant of the research is teacher of the eleventh grade of the mentioned school above.

### **D. Formulation of the Problem**

Considering the background above, the researcher formulated the problem as follows:

1. How is the process of teaching and learning reading comprehension through QAR strategy utilizing ICT for the eleventh-grade students of SMAN 2 Sukoharjo in academic year 2022/2023?
2. What are the advantages and disadvantages of the implementation of QAR Strategy utilizing ICT in teaching reading comprehension for the eleventh-grade students of SMAN 2 Sukoharjo in academic year 2022/2023?

### **E. Objectives of the Research**

Based on the formulation of the problem above, the objectives of this study are:

1. To describe the process teaching and learning reading comprehension through QAR strategy utilizing ICT for the eleventh-grade students of SMAN 2 Sukoharjo in academic year 2022/2023.

2. To know what the advantages and disadvantages of the implementation of QAR Strategy are utilizing ICT in teaching reading comprehension for the eleventh-grade students of SMAN 2 Sukoharjo in academic year 2022/2023.

## **F. Benefits of Research**

The benefits of this research are:

### 1. Theoretical Benefits

Giving description about the QAR strategy used by English teacher in teaching reading comprehension for the eleventh-grade students of SMAN 2 Sukoharjo in academic year 2022/2023 and advantages also disadvantages of the strategy used.

### 2. Practical Benefits

#### a) Students

For students, by understanding the QAR Strategy, it can help them know about the strategy for learning reading comprehension also get the deeper understanding about a reading text.

#### b) Teachers

For teacher, as main role in the teaching and learning process this research can use this paper to enrich their knowledge of the QAR strategy and utilizing ICT because in educational field strategy plays important role for students' mastery and to be good role model for their students.

#### c) Educational Lecturers

For university, increase lecturer knowledge about teaching reading comprehension using QAR strategy utilizing ICT to help facilitate teaching and

learning. Provide different experiences by collaborating strategy with technology.

### **G. Key Terms Definition**

Some of the terms below have important role to describe the present research, the terms are:

#### **1. Teaching Strategy**

Aggarwal (2009) says that teaching strategy is a plan of action in a learning that has been determined and arranged intentionally. This affects student learning achievement later. Therefore, Scott Stated, Gidman, & Whitehead (2010), teaching strategy is plan that taken by teacher or facilitator to achieve the goal of the learning process.

#### **2. Reading Comprehension**

Grellet (1981), explains that reading comprehension is understanding a written text by means of extracting required information from it as efficiently as possible. By means of reading, a reader can find out the meaning, get the main idea, get the structure of the text, and reveal other information from the text. Difficulty is a condition that shows the characteristics of obstacles in activities to achieve goals so that better efforts are needed to overcome these disorders.

#### **3. Question and Answer Strategy (QAR)**

QARS is a literacy strategy that provide broader knowledge with framework to guide their processing of comprehension questions frequently encountered after reading a text, (Raphael 2014).

#### 4. ICT

The term ICT encompasses the range of hardware, software applications. ICT refer to technological tools and resources which are employed to communicate, create, disseminate, and manage information (Yunus, et al 2013).



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Review**

##### **1. Teaching Strategy**

###### **a. Definition of Strategy**

From oxford dictionary in Fuller (2016), strategy is a plan in delivering action to achieve an aim. In doing an activity oriented towards certain goals, of course requires a strategy. So, the goals that have been set can be realized. As stated by Watkins (2007), “strategy is how people throughout the organization that should make decisions, allocate resources to accomplish the key objectives. In this case, teacher will make choices about what he or she will have students do in order to learn the course content and practice it for reach the goals. It is the duty of the teacher to consider about the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy.

Gerald (2009) describes strategy is like when someone plan a study about reading comprehension, someone is thoughtful, making decisions about why to do an activity, what tools to use, and so on. Therefore, based on Watkins’s (2007), strategy is related with making decision in which that decision ~~in~~ resources to achieve goals. Therefore, when someone wants to achieve something, a special strategy is needed so that the goal can be achieved, including in the field of education.

Based on the opinions above, it can be concluded that strategy is a plan made to achieve something, where teacher must make the decision and allocate

resources to achieve the goals. The teacher that has a role as the facilitator and the motivator in the class absolutely needs to make the climate of class become more successful by engaging all students can participate in subject to show their abilities on it easily.

#### b. Teaching Strategy

Basically, the use of a strategy can be implemented in various fields including education. In education, the implementation of strategy is found in teaching activities carried out by teachers. Teachers use teaching strategies to make effective teaching and learning. Tiwari, Rathor, & Singh (2007) stated that teaching strategy involving two aspects: first, plan to create a learning and second, student behavior in accordance with the learning objectives.

As stated by Scott, Gidman, & Whitehead (2010), teaching strategy is plan that taken by teacher or facilitator to achieve the goal of the learning process. In classroom, the teaching strategy makes the quality of teaching and learning becomes better. Teachers must be smart to create a good teaching strategy so that learning becomes more effective and interesting.

Based on the above, it is possible to conclude that a teaching strategy is a plan developed for teaching and learning in the classroom to achieve a learning goal.

#### c. Purpose of Teaching Strategy

In the learning process, teaching strategies are used. Teachers can create effective and efficient teaching and learning by implementing a teaching strategy. According to Suryani (2021), teaching strategy are something that.

must be done by teachers so that learning can be achieved effectively and efficiently. Disha (2020) stated that teaching strategies are used by teachers to organize teaching activities to make student behavior as desired, thus, students can achieve learning goals.

As a result, the goal of teaching strategy is to make teaching and learning more effective and efficient so that learning objectives can be achieved.

## **2. Reading Comprehension**

### **a. Definition of Reading**

Reading is a way of getting meaning or knowledge. Textbooks, newspapers, magazines, and novels, for example. According to Emalia Irigiliati (2007), reading is the manner of the readers which receive and process new information from the text and the degree to which they must relate what is new to what is already known.

Furthermore, according to Harmer (2007), reading is useful for language acquisition. Provided that students understand what, they read, the more they read, the better they get at it. The statement supported by Patel and Praveen (2008), “Reading is an important activity in life with which one can update his/her knowledge”. It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update the reader’s knowledge.

Based on the theory above, it can be concluded that reading is an important activity in decoding and understanding written text to get meaning from the interaction between the reader and the text.

## b. Principle of Teaching Reading

Basically, enthusiasm and motivation to teach is main point in teaching. How the teacher can encourage the students to learn, eventually achieve the goal. Teaching reading can be as facilitate students' performance to comprehend texts, and teaching reading provides students with many opportunities to practice and for encouraging them in a number of comprehensions. Teaching reading is not complicated but is not too easy. Yet, during teaching process the teacher must pay attention about the principles of teaching reading.

The principles can be guidelines in teaching reading according to Harmer (2007) are as follow:

- a) Principle 1: reading is not a passive skill reading is an incredibly active occupation. To do it successfully, we must understand what the words mean, see the pictures the words are painting, understand the argument, and work out if we agree with them. If we do not do these things and if the students do not do these things-then we only just scratch the surface of the text, and we quickly forget it.
- b) Principle 2: students need to be engaged with what they are reading as we everything else in lesson, students who are not engaged with the reading text not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic of the task, they get much more from what is in front of them.

- c) ) Principle 3: students should be encouraged to respond to the content of a reading text, not just to the language. Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. However, the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language.
- d) Principle 4: prediction is a major factor in reading When we read texts in our own language, we frequently have a good idea of the content before we read. Book covers give us a hint of what in the book, photographs and headlines hint at what articles are about reports look like reports before we read a single word. The movement we get this hint our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students 'hints' so that they can predict what come too. It will make them better and more engaged readers.
- e) Principle 5: match the task to the topic we could give students Hamlet's famous soliloquy 'to be or not to be' and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically, there might be reason for both tasks, but, on the face of it, they look of silly. We will probably be

more interest what Hamlet mean and what the menu food actually are.

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks- the right kind of question, engaging and useful puzzles, etc.

- f) Principle 6: good teachers exploit reading texts to the full any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class. Sequence, using the topic for discussion and further tasks, using the language for study and later activation.

Moreover, teacher can use any suggestion in teaching reading which can be used during pre-reading activities to prepare students for reading. The suggestion during pre-teaching reading among others: give students the background knowledge of the topic of the text; clarify any cultural information which may be necessary to comprehend the passage; provide opportunity for class discussion activities.

From statements above, it can be concluded that teaching reading means giving knowledge in activity to encourage students in learning subjects. Teacher facilitates students by giving opportunity students to acquire knowledge from what they read.

### c. Reading Comprehension

Before going in depth into the definition of reading comprehension, it is necessary to define the term itself. Comprehension is the purposeful thought

process that occurs when we read. In addition, Tankersley (2003) states that comprehension is the center of reading. Comprehension is one aspect of reading that has grown in importance. This process requires intentional thinking, and students, as readers, require more focus to comprehend the text. According to the statements above, reading comprehension is the main centre of reading and requires an intentional thinking process to understand the text.

Moreover, Karen (2003) states that when comprehension is deep and thorough, a reader is able to understand, evaluating, synthesizing, and analyzing of information and gaining through an interaction between reader and author. Reading comprehension is a highly interactive process that takes place between a reader and a text. It means that the main point of reading comprehension process is at the interaction between readers and author. How students' understanding can be constructed to catch the meaning of the author want to explain on the text.

Reading comprehension is an extremely interactive process that occurs between a reader and a text. It means that the interaction between readers and authors is the focus of the reading comprehension process. How can students' understanding be constructed to catch the meaning of what the author wishes to explain in the text.

These reading comprehension goals can be reached if readers interact with the text effectively. Many factors influence it, one of which is students' previous experience of the text to be read students who have previous knowledge of the text will find it easier to understand the text.

As a result, providing students with information and background knowledge about the text is necessary so that students can understand the meaning of what they read and comprehend the text well.

#### d. Components of Reading Comprehension

King and Stanley cited in Yosi (2018) states there are five components of reading comprehension which should be focused when reading a text, they are:

##### 1) Finding Factual Information

Information requires students to search for specific textual details. The information questions are typically designed for students in their junior and senior years of high school. It is frequently used with question words.

##### 2) Finding Main Idea

The main idea is the main topic supported in a paragraph. The main idea is not always found in the first sentence. It could be in the middle or at the end of the paragraph.

##### 3) Guessing Vocabulary in Context

It means that the students can develop His/her guessing ability to the word which is not familiar with him/her by relating the meaning of unfamiliar words in the text that is read.

##### 4) Reference Word

After hearing the same word or phrase several times, students can usually refer to it rather than repeating it ten times. Students will benefit from using reference words to help them understand the reading text. Reference words are typically short and frequent pronouns, such as her, him, it, them, her, him, and a variety of others.



It can be concluded that the students not only read but also use strategies and pay attention to the reading component to get the main point in text. The students must be able to read consisting of many sentences and select the main ideas.

### **3. QAR Strategy**

#### **a. Definition QAR Strategy**

QAR developed by Raphael (1986) as a way to help students improve their ability to answer comprehension questions, Fran Lehr and Jean Osborn (2005) stated The QAR procedure is created on a three-way interaction between the question, the text, and the reader's prior knowledge. The procedure teaches students to pay attention to how questions are written, and thus helps them in identifying and identifying among the sources of information from which they can achieve answers.

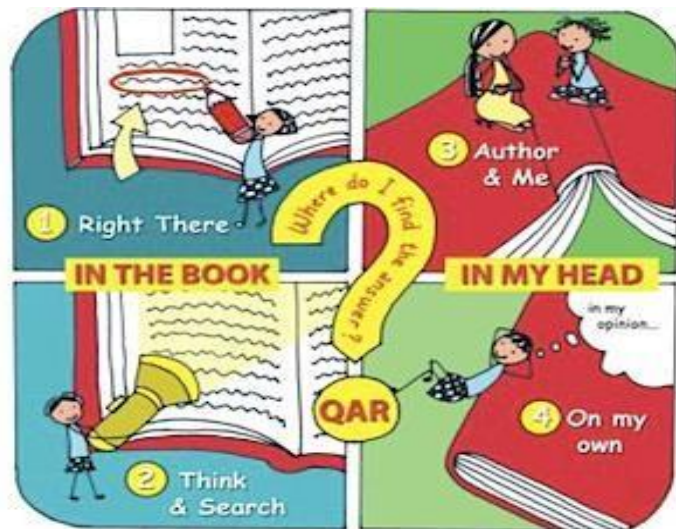
QAR strategy is a literacy strategy that provide broader knowledge with framework to guide their processing of comprehension questions frequently encountered after reading a text. Raphael (2014). Raphael created QAR as a tool to help students understand how to reach the task of reading texts and answering questions. It helps them understand the importance of considering both information in the texts and information from their own prior knowledge. Without QAR instruction, learners usually rely too much on textual information or background knowledge.

Based on explanation above, it can be concluded that QAR as strategy in learning reading comprehension is concerned in enhancing students' understanding

in comprehending the text-based relationship among the question, the text, and the reader's prior knowledge.

b. Guidelines of QAR Strategy

QAR divide questions and responses into two broad categories: in the Text and in my head. These two categories are then each sub divided into two components as shown and explained below:



**Picture 2. 1 Picture of *QAR* Strategy**

- 1) Right There: the answer is found in the text, usually as a phrase contained within one sentence.
- 2) Think and Search: While the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.
- 3) Author and You: as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the (prior knowledge) to formulate an answer question.

- 4) On Your Own: requires students to think about what is already known from their reading and experience.

c. Procedure of QAR Strategy

This is procedure of teaching reading comprehension through Question Answer Relationship according to Margareth (2005):

- 1) Read a sample text from the overhead or write it on a board or on chart paper or in power point.
- 2) After the text (passage) is read, generate questions that fall into each of the QAR question categories (Right there, Putting the Parts Together, Author and Me, On My Own).
- 3) Then continue with the rest of the questions and answers, relating them to QAR strategy.
- 4) Copy and use the QAR cards for group responses.

Students can point to or hold up the appropriate card when asked to identify the categories of QAR required. Referring to Bouchard Margareth (2005), researcher totally agree that the students should work in group learning when they are dealing with longer text or the text containing difficult terms. It is because longer text can make them stressed and frustrated.

d. Advantages and Disadvantages of QAR Strategy

1) Advantages of QAR Strategy

According to Raphael and Au (2005) QAR can help to solve four problems to enhance students' level of literacy:

- a) Help students to analyze, understand, and respond to concept text.

- b) The need to prepare students for increased testing while keeping a strong focus on higher-level thinking with text.
- c) Categorize different levels and types of questions.
- d) Helps to dismiss students' common misconception that the text contains all the answers.

Using the QAR framework can provide benefits to schools, teachers, and students while taking up little time and effort. The opportunity to bring together grade levels around reading comprehension instruction is beneficial to schools. The chance to enhance instruction around questioning activities and reading comprehension is beneficial to teachers. The benefit for students is having access to reading comprehension and higher-level thinking with text, which is often unavailable to those from different backgrounds.

## 2) Disadvantages of QAR Strategy

The disadvantages of the QAR Strategy procedure is that there are several types of questions that make students a little confused to understand and study them, and students need extra concentration to learn about the QAR Strategy question types. Besides concentration, students must also maintain their focus while the teacher explains the types of QAR Strategy questions, the teacher must also convey slowly so students can understand.

## **4. Information and Communication Technology (ICT)**

### a. Definition of ICT

Utilizing ICT in language education has become a main topic of concern in the language field of teach. Schools cannot be pleased with the limited knowledge that

can be transmitted in a short amount of time as access to information continues to grow quickly. They must transform to the increasing collection of information and be equipped with the necessary technology to deal with this knowledge. Utilizing ICT requires choosing on the use of various ICT in each skill, the types of ICT applications to be used, planning favorite activities, managing problems that arise from the planned activities, and so on. The use of application of ICT in education has become necessary to improve efficiency and effectiveness at all levels and in both formal and informal settings. Deeper technology and a positive attitude to technology are required for successful common people in the future.

Definition of ICT or information and communication technology includes two aspects. These aspects are information technology and communication technology. Information technology is all encompassing matters relating to a process. Apart from that, it is also used as a tool for assisting, manipulating, and managing information. While communication technology is things that include the use of assistive devices. To process and transfer data originating from one device to another. Therefore, information and communication technology is an separate unit. The utilizing of ICT into the classroom has significant implications for student learning. It is believed that the rise of ICT has significantly increased and created a powerful learning environment. Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including voice,

text, data, graphics and video. According to Hennessy, Ruthven, and Brindley (2005), the term ICT includes the range of hardware, software (applications).

Based on the explanations above ICT may be defined as all activities related to processing, manipulation, management, and transfer or what is called the transfer of information through applications.

b. Types of ICT Learning

a) Synchronous

Synchronous is interaction that learning oriented and facilitated by direct instructions, real-time and usually scheduled In Suranto (2019). Synchronous learning has several advantages, including direct help, get greater encouragement from teachers as well as friends, and there is a sense of responsibility to participate and attend online meetings (Amiti,2020). Synchronous learning allows students to engage with class materials at the same time as their peers if they can connect to the internet. This delivery type provides learners with a structured and immersive learning environment without the worry and stress of travel.

Synchronous classrooms use web and video conferencing technologies like Google Meet or Zoom to create learning spaces. Teachers may choose synchronous delivery over asynchronous formats because the format allows a more conversational approach, especially if the material requires instant feedback and discussion.

Therefore, it can be concluded synchronous run-in real time, with students and instructors attending together from different or in the same locations.

b) Asynchronous

Asynchronous can be interpreted as where independent learning students can interact with each other with the material provided the time they choose, Darmawan (2018). The advantage of asynchronous learning is that students have flexibility in time so that they can reflect on material resources, do assignments, get the contributions of tutors and their peers, and they too have a good time longer to do their activities, can also use their time wiser and more insightful (Geraniou & Crisan, 2019). Synchronous online classes run like traditional classes, with attendance, lectures, and discussion periods. Students typically attend and participate via webcam or livestream forum and may move into smaller virtual rooms for group work or a teacher's office hours. Instructors can physically demonstrate specific problems or processes and ask questions as they go.

Synchronous classrooms incorporate interactive components, like chat rooms, polls, surveys, and shared documents. Online classrooms may not provide the same opportunities for visibility as in-person classes, but students can stand out by showing themselves online and participating thoughtfully while following synchronous classroom netiquette.

Thus, it can be concluded that asynchronous run on a more relaxed schedule, with students accessing class materials during different hours and from different locations.

c. Advantages and Disadvantages of ICT

a) Advantages

1. Communication: Speed / time - money can be saved since information can be moved much more quickly. It has gotten faster and more efficient because of ICT.
2. Cost effectiveness: It feels free to send an email which is cheaper than phone calls.
3. Bridging the cultural gap: Greater access to technology has aided in bridging the cultural divide by allowing people from many cultures to communicate with one another and exchange views and ideas, thereby boosting awareness and lowering prejudice.
4. Education: Computers, together with their programs and the Internet, have created educational opportunities that previous generations did not have.
5. Through ICT: images can easily be used in teaching and improving the retentive memory of student.

b) Disadvantages of ICT

1. Reliance on Technology: Professor Ian Robertson, a neuropsychology expert based at Trinity College Dublin who carried out the study, said: "People have more to remember these days, and they are relying on technology for their memory but the less you use your memory, the poorer it becomes. People don't bother learning to spell because they use spell-checker or need a calculator do perform minor addition or subtraction.



2. Reliability of Information: Anyone with a computer and an internet connection can establish a blog or post something on a website, so just because something is on the internet doesn't imply it's trustworthy. The open source encyclopedia Wikipedia is a perfect example of this; while it is a good source of knowledge, academic organizations do not recognize it as a reliable reference.

3. Computer viruses, worms, Trojans, malware, spam, phishing- any or all can cause chaos and disrupt our daily lives

4. Expensive: Too expensive to afford.

## **B. Previous Related Studies**

The researcher found several previous studies as a guide in conducting this research. The previous studies which relate to this research are as follows:

- 1) The Journal entitled “*QAR (Question Answer Relationship) As an Alternative Strategy to Teach Reading*” was written by Sa'dulloh Muzammil (2016). This research used qualitative method, this research used theory from Raphael, He used step QAR comprises two board categories: “In the Book” that includes question of “Right There” and “Think and Search” and “In my Head” that comprehends question of “On My Own” and “Author and You”. The purpose of this study is to help find the right strategy to help students learn reading comprehension.
- 2) The thesis entitled “*Teaching and Learning Reading Comprehension Through a Question Answer Relationship (QAR) Strategy with The Second Semester of Eight Grade Students of MTS Assalam Tanjung Sari Lampung Selatan In The*

*Academic Year Of 2017-2018*” was written by Dian Gustia Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Lampung 2018. The research used qualitative descriptive research method. The research used theory from Raphael. The purpose of this study is to give more information about teaching and learning reading comprehension through Question Answer Relationship (QAR) strategy.

- 3) The thesis entitled *“Improving Students’ Reading Comprehension Through Question Answer Relationship Strategy (QARS)”*. Was written by Ade Sahbana Damanik and Herman (2021). The research used quantitative method. This research used theory from Raphael 2014. This research was meant to measure mastering students reading comprehension text in students’ junior high school. QARS is very effective in improving students’ reading comprehension so that their scores increase significantly. Based on rationale above it was expressed that QARS had a significant treatment on student reading comprehension in explanation text.
- 4) The thesis entitled *“The Use of ICT Tools In English Language Teaching and Learning: A Literature Review”*. Mohammed Adulkareem Alkamel and, Dr. Santosh S. Chouthaiwale (2018). From the research it can be concluded that the use of ICT tools in teaching and learning of English. With the help of these ICT tools which are available freely on the internet, can make the second language teaching a fruitful one. It becomes beneficial for teaching a foreign language in the hands of creative and knowledgeable language teachers.

Based on several previous studies above, the researcher concludes that several previous studies have similarities and differences. The similarity between each previous study above and this research is that they analyzed one topic, which was the QAR Strategy and ICT. While the differences are in the subjects and theories. To make the similarities and the differences easier to understand, the researcher makes the table. The table can be seen below.

**Table 2. 1**  
**Gap Between Previous Studies and this Research**

No.	Researchers, Title	Similarities	Differences
1.	Sa'dulloh Muzammil (2016) entitled "QAR (Question Answer Relationship) As an Alternative Strategy to Teach Reading."	The same analysis Is in using QAR Strategy in teaching reading comprehension.	The differences are in the use of theory
2.	Dian Gustia Tarbiyah (2018) "Teaching And Learning Reading Comprehension Through a Question Answer Relationship ( QAR ) Strategy With The Second Semester Eight Grade Students Of Mts Assalam Tanjung Sari Lampung Selatan In The Academic Year 2017-2018."	The same analysis Is in using QAR Strategy in teaching reading comprehension	The differences are in the subject and theory
3.	Ade Sahbana Damanik and Herman (2021), "Improving Students' Reading Comprehension Through Question Answer Relationship Strategy (QARS)".	The same analysis Is in using QAR strategy in teaching reading comprehension and theory used.	The differences are in the method of research
4.	Mohammed Adulkareem A. Alkamel and, Dr. Santosh S. Chouthaiwale (2018) "The Use of ICT Tools In English Language Teaching and Learning: A Literature Review".	The same analysis Is in using ICT teaching reading comprehension	The differences are in the subject of the research

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

Research design is a plan for collecting and analyzing data to answer research problems. Creswell (2018) states that research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study. This research used the descriptive qualitative method as a research design. Kothari (2004) descriptive qualitative research describes the characteristics of specific individuals or groups, which aims to obtain complete and accurate information in the research.

Qualitative research produces descriptive data in the form of words in writing or orally from the observed people and the observed behavior Siyoto & Ali Sodik (2015). Therefore, qualitative research is also non calculation or non-numeration. This research used a descriptive qualitative method because this research described the Teaching Reading Comprehension by Using QAR Strategy Utilizing ICT For the Eleventh Grade Students of SMAN 2 Sukoharjo. Furthermore, the data is in words or texts, not numbers. So, these reasons are suitable for the description of qualitative research.

#### **B. Research Setting**

##### **1. Place**

This research was conducted at SMA Negeri 2 Sukoharjo in the academic year 2022/2023. SMA Negeri 2 Sukoharjo is located at Jl. Raya Sala,

Mendungan, Pabelan, Kec. Kartasura, Kabupaten Sukoharjo, Jawa Tengah 57169.

## 2. Time

The researcher conducted the pre-observation in November 2022. This research was conducted starting from October 2022. In the time range from October 2022 until June 2023 the researcher did plan the study, collected data, The activities in detail can be seen in the following timeline:

**Table 3. 1**  
**Research Timeline**

Activity	Month							
	October	November	December	January	February	March	April	May
Title Submission								
Pre-Research								
Writing Proposal								
Consultation and guidance								
Proposal seminar								
Conduct the research on the field								
Collecting and analyzing data								
Finish writing chapter IV-V								

Consultation and guidance								
Report the research								

### C. Research Subject

The research subject in qualitative research is called an informant, who provides information about the data that the researcher wants related to the research being carried out. The subject of this research is teacher in XI language class of the eleventh grade at SMA Negeri 2 Sukoharjo in the academic year 2022/2023. The teacher name is Mr. Ahmad Dadang Pramusinta ,S.Pd, M.Pd, he has graduated from Bachelor English education UNS Surakarta and Master of English education UNY Yogyakarta. Now his job is as a teacher in SMAN 2 Sukoharjo also lecturer in UIN Raden Mas Said Surakarta, he has been in his job for 17 years.

### D. Data and Source of the Data

#### 1. Data

The data are information or facts used in discussing or deciding the answer to research question. The source of data in the study is the subjects from which the data can be collected for the purpose of research Arikunto (2010).

From the definition above, the data used in this research are interview transcript, observation result about the QAR strategy and ICT (application) that used by teacher for delivering material in teaching learning process.

## 2. Source of the Data

According to Moleong cited from Siyoto & Ali Sodik (2015), in qualitative research, the data source is in the form of spoken or written words that the researcher observes and objects that are observed in detail so that can get the meaning implied in the document or object.

The data sources from this research are collected from teacher in the language class of the eleventh grade at SMA Negeri 2 Sukoharjo. The sources of data are interview and observation during pre-research, lesson plan and syllabus.

### **E. Research Instrument**

A researcher plays an important role in the data collection process in qualitative research, and this is supported by the opinion of Miles in Anggito & Setiawan (2018), who states that the presence of a researcher in the field of qualitative research is absolute because a researcher act as a research instrument and data collector. Thus, the researcher is the key instrument Anggito & Setiawan (2018). This research used the main instrument in human or the researcher herself. This research used the researcher herself as the research instrument because the research type is descriptive qualitative. The researcher was a data collector, interpreter, and reporter during the research process. The researcher also used to support instruments in the form of non-human, such as: interview guideline, observation guideline, handphone.

## **F. Data Collection Technique**

Build on Data collection techniques will enhance the accuracy, validity, and reliability of research findings. Ultimately, using these methods will help to achieve the goal of carrying out high quality research with credible findings. The data collection task begins after a defined research problem and the research design or plan chalked out Kothari (2004). In getting the data, the researcher used:

### **1. Observation**

Indranata (2008) says that observation is one of the primary data collection methods regarding behavior that occurs in humans and phenomena that occur without asking individual questions. According to Hennick, Hutter & Bailey (2011), observation is method that enables researchers to observe systematically and record the people's behavior, interaction, and action. The core of this method is observations made through the human senses related to humans and the phenomena that occur.

Therefore, based on the opinions above, the researcher will observe the implementation of teaching reading comprehension using Question Answer Relationship utilizing ICT. According to Mariampolski (2001), observation guideline is the map of anticipated behaviors that will be observed by researcher to respondent during research project. The researcher will use checklist to observe based on the theory of procedure QAR strategy according to Margareth (2005) and the aspects of teaching learning process harmer (2007) also based on Asabere and Enguah (2012) about ICT is a tool, facilitate teaching learning and Hennessy, Ruthven and Brindley (2005:2) ICT in range of software



(application). It means that in this step of research, the researcher got the data by analyzing the object in teaching process and activities in classroom as passive participant without involving in teaching process. The researcher took notes during the teaching learning process systematically.

**Table 3. 2**  
**Observation Checklist adopted from Zahra thesis (2021)**

Subjects	Aspects	Procedure	ICT	Meeting		
				I	II	III
Pre-activities (Teacher)	Teacher engages students' interest in learning reading comprehension by stimulating students' curiosity.		Some examples of ICT, computers, office applications (word, PowerPoint, drawing tools etc.), the Internet ,websites and downloadable software, commercial course book, mobile phones, electronic dictionaries, and videos. includes the range of hardware (desktop and portable computers			
main activities (Teacher)	Teacher explains the QAR procedure and present information about the text.	Read a sample text from the overhead or write it on a board or on chart paper or in power point.				
		After the text (passage) is read, generate questions that fall into each of the QAR question categories (Right				

		there, Putting the Parts Together, Author and Me, On My Own).			
main activities (Students)	Students follow teacher instruction and read the material based on the QAR procedure.				
Post- activities (Teacher)	Teacher practicing students' reading skill and gives the scores and does reflection	Then continue with the rest of the questions and answer, relating them to QAR strategy.			
		Copy and use the QAR cards for group responses. Students can point to or hold up the appropriate card when ask to identify the type of QAR required.			

## 2. Interview

Interview is a data collection technique by giving some questions to participants directly and they are free to give the answers. As stated by Busetto, Wick, & Gumbinger (2020), interview is a way that researchers use to get the views based on person's subjective experience, their opinions. Indranata (2008) says that this

data collection technique is based on self-report and comes from personal knowledge. In qualitative research, there are some types of interviews. There are three types of interviews, namely structured interviews, semi-structured interviews, unstructured interviews.

Related to the types of interviews above, the researcher used semi structured interview. The researcher will interview the teacher and asking about Procedure of QAR Strategy and utilization of ICT about the implementation of QAR strategy utilizing ICT. Researcher makes interview's guidelines based on procedure of teaching reading comprehension through Question Answer Relationship according to Margareth (2005).

**Table 3.3**  
**Interview Guideline**

<b>1. Guideline of QAR Strategy</b>	<b>Indicators</b>	<b>Question</b>
QAR divide questions and responses into two board categories: In the Text and In My Head,Raphael.	Ask the teacher how to prepare teaching reading comprehension according to the QAR Strategy	1. How the preparation to teach reading comprehension according to the QAR Strategy
<b>2. Procedure of QAR Strategy</b>		
Procedure of teaching reading comprehension trough Question Answer Relationship according to Margareth(2005)	Ask the teacher whether learning reading comprehension always uses the correct procedure	2. Is the QAR Strategy procedure always applied correctly when teaching learning process?
<b>3. Reading Comprehension</b>		
Tankersley states that comprehension is the center of reading.	Ask the teacher about how important reading for students	3. How to explain the importance of reading comprehension for students 4. How to increase curiosity and learn

		more about reading comprehension?
<b>4. ICT</b>		
Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipments that provide the required environment	Ask the teacher about how teacher utilizing ICT in teaching reading comprehension	5. how teacher utilizing ICT in teaching reading comprehension? 6. What applications are used to teach reading comprehension?
<b>5. Advantages and Disadvantages</b>	Ask the teacher about the advantages and disadvantages when using QAR Strategy utilizing ICT for teaching reading comprehension	7. In your opinion what about the advantages and disadvantages when using QAR Strategy utilizing ICT for teaching reading comprehension?

### 3. Documentation

Documentation consists of data's supporter for interview and observation data collection. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge Corbin & Strauss, (2008). In this research, data collection was mostly done by doing observation and interview. However, document was also required to make the data more trusted and reliable. Also, the researcher did the recording at the time of data collection. The researcher also collects the lesson plan, syllabus, from the teacher. By combining the steps, the accuracy of the information obtained during the interview be well maintained.

### **G. Trustworthiness of the Data**

In qualitative research, researcher must check the validity of data that researcher gets before, or it can be called as Trustworthiness of data. Validation checker is very important in research because we can know whether the data is same with the fact or not and whether the data obtained can be trusted or not. To check trustworthiness of data, researcher uses triangulation.

According to Cresswell (2012), triangulation is the process of strengthening the data from each different source (individual), the type of data (for example, field records) or the data collection method used (for example, interviews, observations) in qualitative research descriptions or themes.

Triangulation can be used by researcher to establish and check the validity in studies. The researcher used triangulation of methods, researcher choose it because in this study, researcher uses several data collection technique and will analyze it with the same way and then comparing the data from observation and interview and documentation.

In this study, researcher will observe one english teacher related to teaching reading comprehension by using QAR Strategy utilizing ICT at the eleventh-grade students of SMAN 2 Sukoharjo in the academic year 2022/2023 then researcher will crosscheck them by comparing with interview data and documentation.

### **H. Data Analysis Techniques**

The data analysis technique is the process used by the researcher analyzes the data that has been discovered. This will be enough following data collection. In this study, the researchers utilized the data analysis model developed by Miles,

Huberman, and Saldana (2014). Data from the analysis Miles, Huberman, and Saldana (2014) describe three stages: data condensation, data display, and drawing and verifying conclusions.

### 1. Data Condensation

From Miles, Huberman, and Saldana (2014), data condensation is to process of selecting, focusing, simplification, abstracting or transformation the data that has been obtained in the field notes, documents, interview transcript and another empirical material. The data of qualitative research can be transformed by selection, making paraphrase or summary, etc.

After researcher collect the data, researcher summarizes the data that related to the main question in blueprint regarding to teaching reading comprehension using QAR strategy utilizing ICT at the eleventh-grade students of SMAN 2 Sukoharjo in the academic year 2022/2023.

### 2. Data Display

The second step is data display. The data is presented, or we can say it with displaying data or data display. After the data is selection and summarized, the researcher must present the data obtained. Most forms of qualitative data display are in the form of text. But, as stated by Miles, Huberman, and Saldana (2014), researcher can present data in the form of matrices, tables, charts, graphs, description data, network. In this step researcher will display the summarized data from data condensation related to teaching reading comprehension using QAR strategy utilizing ICT at the eleventh-grade students of SMAN 2 Sukoharjo in the academic year 2022/2023.

### 3. Drawing and Verifying Conclusion

From the data that has been presented, the researcher can make summarize from the data. During the process of making conclusions, researcher can add other arguments to support the findings from the data that has been presented. In this step, researcher will make a conclusion based on the data display related to teaching reading comprehension using QAR strategy utilizing ICT at the eleventh-grade students of SMAN 2 Sukoharjo in the academic year 2022/2023.

So, it can be concluded that the steps to analyze data based on Miles, Huberman, and Saldana (2014) are data condensation, data display, drawing and verifying conclusion.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the research finding consists of the description of the data. The purpose is to answer the research problem in the first chapter. This chapter will present the data description of the implementation of teaching and learning reading comprehension through QAR strategy utilizing ICT for the eleventh-grade students of SMAN 2 Sukoharjo and the advantages also disadvantages of the implementation of QAR Strategy utilizing ICT in teaching reading comprehension for the eleventh-grade students of SMAN 2 Sukoharjo. The elaboration of the answer to the research problems will be answered in the research findings then completed in the discussion. There are two descriptions will be divided into some points of view.

#### A. Research Findings

Based on the data, the schedule of English lesson for eleventh grade students for language class can be shown in table below:

Day	Time	Subject Matter	Teacher
Tuesday	10.00 – 11.30 WIB	English	Mr.Ahmad Dadang P, S.Pd, M.Pd
Friday	08.30 – 10.00 WIB	English	Mr.Ahmad Dadang P, S.Pd, M.Pd

Tuesday, 21 March 2023, 10.00 – 11.30 WIB and Friday, 24 March 2023, 08.30 – 10.00 WIB the researcher did the observation at eleventh grade of language class. In the process of observing the researcher found the process



of teaching reading comprehension utilizing ICT is divided into 3 activities namely pre, main and post activity in which the teacher implemented the QAR Strategy procedure and of course also utilizes ICT in the form of an application used by the teacher in teaching reading comprehension.

Pre activity is an excellent way to get students to engage with content before they engage with it in class. Main activity in learning are activities in the learning process or in the process of mastering student learning experiences and post activity post activity is the last step in the learning process in class, by reiterating whether the lesson has been explained.

The learning process that occurs is synchronous because it uses an application that takes place in real time, takes place in the same place and there are teachers and students in the same place and can provide direct feedback. Then the researcher found the implementation of the QAR Strategy procedure in accordance with Margaret's theory (2005) even though the teacher did not implemented it sequentially because the teacher modified it a little so that students were not bored with monotonous activities.

On Tuesday, 28 March 2023 the researcher did interview with English teacher of SMAN 2 Sukoharjo. The teacher was Mr. Ahmad Dadang Pramusinta, S.Pd, M.Pd. The question was about what strategies used by Mr, Ahmad Dadang P, S.Pd, M.Pd as an English teacher of eleventh grade language class. He explained that teaching English is not easy since the

teacher must choose the best strategy to teach that can make the students easy to understand and make the success of reading comprehension. In teaching reading comprehension, teacher should create their strategy to make the students interest, enjoy and understand the reading text. All the material and the task deliver through the application that used by teacher and as attractive as possible, making students can easily capture material, and not quickly feel bored. And one of these strategies is the QAR Strategy, QAR strategy is a literacy strategy that provide broader knowledge with framework to guide their processing of comprehension questions frequently encountered after reading a text.

The researcher got the data about the implementation of teaching reading comprehension by using Question and Answer Relationship (QAR) Strategy utilizing Information and Communication Technology (ICT) for The Eleventh Grade Students of SMAN 2 Sukoharjo in Academic Year 2022/2023. The researcher collected the data from observation and interview. From the observation that the researcher done in March 2023, the researcher found the implementation of teaching reading comprehension utilizing ICT and advantages also disadvantages of the implementation QAR Strategy utilizing ICT. The detail interview was stated on the field note of the research.

Firstly, the researcher asked about how to teach reading comprehension with QAR Strategy utilizing ICT looked like. The teacher said that the principle was student centered not teacher centered. Where

students were required to be more active in the learning process. The teacher also said that in reading there were several types of questions that must be mastered by students. Students should master each indicator. So that, teaching reading would done well. By using the QAR Strategy utilizing ICT the teacher wants students to enhance their reading comprehension skills. There are several types of questions in the QAR Strategy version that can help students analyze an answer to various questions as well as the possibility of various answers, either implicit or explicit. Not only that, the use of ICT in the form of applications is an attraction for students who find learning fun and in accordance with their era. That is what can make students understand and be responsive to the material.

Secondly the researcher asked about advantages and disadvantages about the implementation QAR Strategy utilizing ICT for teaching reading comprehension. the use of QAR Strategy utilizing ICT is proved to have many benefits for teaching reading comprehension, coupled with the use of ICT which makes elaboration between the two very beneficial for teachers and students. The weaknesses of implementing the QAR Strategy utilizing ICT are also very few. This shows that the QAR Strategy utilizing ICT for teaching reading comprehension has many advantages than disadvantages.

The result of the observation and interview in the first meeting based on the theory of procedure QAR strategy, researchers found the implementation of QAR Strategy utilizing ICT. The implementation of the QAR Strategy utilizing ICT consists of pre activity, main activity, and post activity which the researcher will focus on main activity which is the implementation of the QAR Strategy. The implementation of the QAR Strategy procedure in learning reading seems to be in accordance with Margareth's theory (2005) in which there are several steps that must be passed by the teacher to teach the QAR Strategy with the aim that students can master reading comprehension optimally.

### **1. Pre-Activity**

During pre-activity, before the teacher is given the material, the teacher prepares the students psychologically and concentrates to be able to receive the material that be given by the teacher. In the pre activities, (a) the teacher prepares students psychologically and physically for following the learning process by greeting, tidying up the class and their appearance, pray and check the attendance of students. (b) The teacher asks questions about the material English lessons that have been learned or have been known before, (c) Teacher convey learning objectives and goals to be achieved, (d) the teacher conveys scope of material and description of activities. In this pre-activity the teacher given an overview of the material "Cursed of the

new ground" for the first meeting and "The Legend of Guava" in the second meeting.

1. *Guru: "Anak-anak apakah kalian tau, ternyata selama ini ada lapangan yang terkutuk didunia sepakbola, dan hal ini sudah melegenda dimana-mana dan dipercaya oleh Sebagian masyarakat"*

*Siswa: "Apa iya pak, aku baru denger, gimana pak ceritanya?"*  
(1<sup>st</sup> observation, Tuesday 21 March 2023)

2. *Guru: "Anak-anak setelah kalian mengamati buah yang tadi saya berikan, kira-kira Namanya apa ya buah itu." 56 Siswa: "Jambu, pak" Guru: "Yaaa, betul, ternyata ada legenda mengenai buah jambu lho." Siswa: "Wahhh, kayak gimana pak ceritanya." Guru: "Oke, kita simak ceritanya." (2 nd observation, Friday 24 March 2023*

The teacher given an overview of the existence of a "Cursed of the new ground". This activity can build students' curiosity and can help students concentrate and be excited about the material that be presented by the teacher. In the second meeting during pre-activity the teacher given an overview of the material "The legend of guava". Based on the researcher observation on Friday, 24 March 2023, the teacher bring guavas and given them to students, then the teacher asked students to observe how they are shaped, colored, and eaten so they know the taste and benefits.

*Guru: "Ayo anak-anak diamati bagaimana bentuk buah itu, bagaimana rasanya silahkan dimakan boleh, apa warnanya, namanya buah apa itu, siapa juga yang tahu apa manfaat buah tersebut?" (2nd observation, Friday 24 March 2023)*

The teacher brings concrete objects and given them to students so that students learn from the objects around them and then combine them with the material provided by the teacher at school.

*“Selain memberikan gambaran mengenai materi yang akan saya sampaikan, terkadang saya juga membawa benda yang berkaitan dengan materi yang akan saya ajarkan, salah satunya the legend of guava kemarin, karena jambu sering ada didalam kehidupan sehari-hari maka saya mengangkat materi tersebut dan membawakan jambu yang nyata kepada siswa agar mereka juga tau benda nyatanya, tidak hanya berimajinasi.” (1<sup>st</sup> interview, Tuesday 21 March 2023)*

In this activity the teacher has implemented the QAR Strategy procedure namely, Teacher preparation for teaching reading comprehension using QAR Strategy utilizing ICT (Margareth 2005).

*“Saya mempersiapkan siswa dengan memberikan gambaran di awal materi apa yang akan mereka pelajari, hal ini dapat menimbulkan rasa ingin tahu siswa terbentuk begitu, agar siswa mau mendengarkan dan memperhatikan materi yang disampaikan saat guru menjelaskan. Kemudian saya juga memberi tahu mereka bahwa kami akan belajar dengan Strategi QAR untuk belajar tentang membaca pemahaman, yang tentu saja mencakup beberapa model soal sesuai prosedur.” (1<sup>st</sup> interview, Tuesday 28 March 2023).*

In addition to providing an overview, the teacher also provides information that students learned reading comprehension using the QAR Strategy, there be several types of questions that help students to better understand reading texts. The teacher explained to students that there are several types of questions that require high thinking order because not all answers are written in the reading text. Namely: 1) Right There: the answer is found in the text, usually as a phrase contained within one sentence. 2)

Think and Search: While the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question. 3) Author and You: as the answers are not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the (prior knowledge) to formulate an answer question. 4) On Your Own: requires students to think about what is already known from their reading and experience. Therefore, students must be able to think about answers that are implied or not even in the text, students must be able to relate the answer to experience or things that are known which are of course related to the questions in the QAR Strategy type.

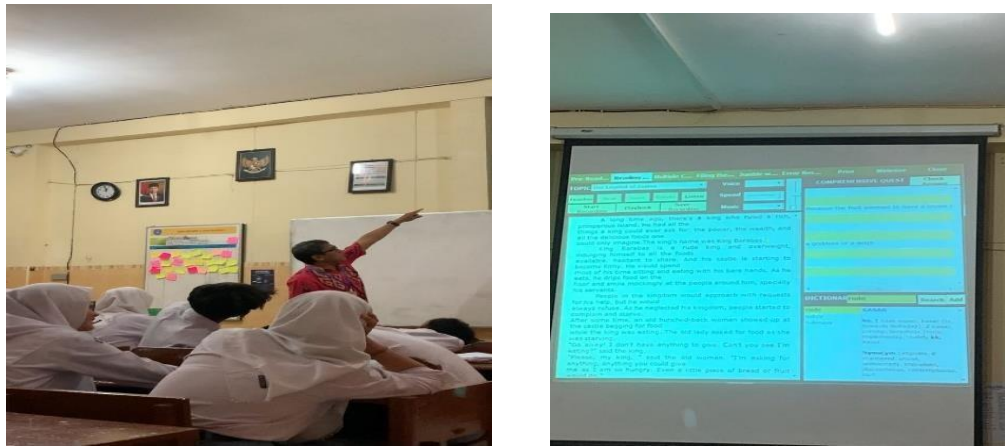


*Picture 4. 1*  
*The teacher builds students' curiosity*  
*(1st observation, Tuesday 21 March 2023)*

## **2. Main Activity**

During the main activity, after the student's concentration is formed, the teacher enter the main activity, the teacher provided material using the QAR strategy as well as utilizing reading media as ICT that used by

teacher for delivering the material. The teacher given material about "Cursed of the new ground" in the first meeting.



*Picture 4. 2*

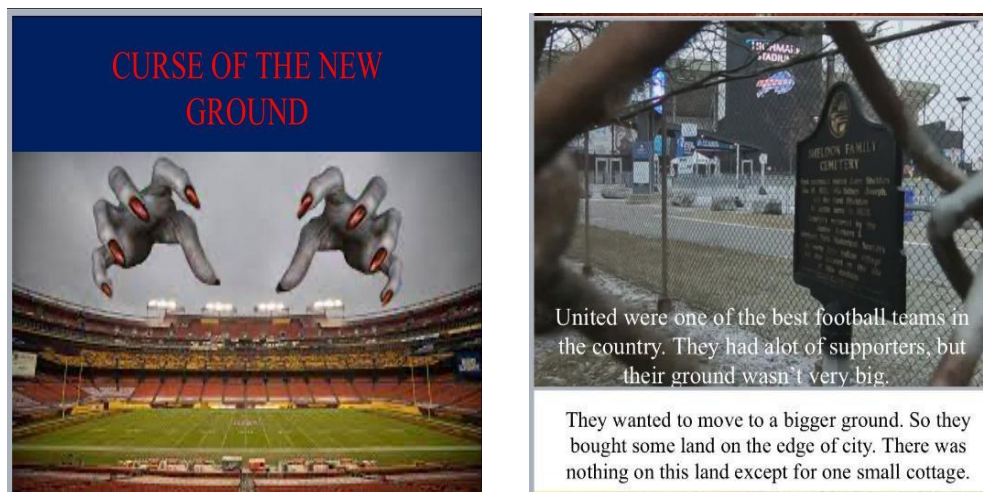
*The teacher explains the reading comprehension material (1st observation, Tuesday 21 March 2023)*

Based on the researcher observation on Tuesday 21 March 2023 the teacher explains the steps for learning reading comprehension using the QAR Strategy. steps of the QAR strategy are: (1) read the questions, (2) understand QAR question level, (3) read the text reading, (4) answering questions, and (5) share answers. These steps supported the use of QAR question levels so that the two are mutually exclusive complement the achievement of abilities reading comprehension of students. The level of questions on the QAR strategy is a systematic tool used to improve students' ability to answer questions.

In the main activities there are Observing, Asking, gathering information, and processing information activity. In the main activities steps includes In the Observing/Observing activities, the teacher explains aspects of the skill reading (identify main idea, detail information, makes inference,



reference and interprets vocabulary) by giving examples of narrative texts. After that, the teacher shows a chart containing question types. Then, the teacher explained the types of questions based on the strategy QAR. After the students understand, the teacher given some sample questions and asks students classify questions based on the type of question. On activities Questioning / asking, the teacher directs students to ask each other among students and students-teachers.



*Picture 4. 3*

*Material cursed of the new ground for teaching reading comprehension (Documentation, Tuesday 21 March 2023).*

The teacher given material about "The legend of guava" by using reading media which is the application used to deliver the material in the second meeting. And then there is experimenting/collecting information activities, the teacher facilitates students to form groups of 4-5 students. According to Margareth theory of procedure. Then, the teacher given narrative text to students and directing students to read text briefly. The

teacher asks students to make 1 question for each type related to social function, text structure and linguistic elements.



Figure 4.4.

*Material The legend of guava for teaching reading comprehension  
(Documentation, Friday 24 March 2023)*

The teacher explained the type of text that students learned. The type of text is narrative text, a text that tell a series of events sequentially and is connected to one another.

*Guru: " Anak-anak setelah kalian mengamati buah yang tadi saya berikan, kira-kira Namanya apa ya buah itu."*

*Siswa: " Jambu, pak"*

*Guru: " Yaaa, betul, ternyata ada legenda mengenai buah jambu lho."*

*Siswa: " Wahhh, kayak gimana pak ceritanya."*

*Guru: " Oke, kita simak ceritanya." (2<sup>nd</sup> observation, Friday 24 March 2023)*

Then the teacher displayed the material using the reading media application, the teacher explains and invites students to explore the story. The teacher guide students to read the reading text that is in reading media, then

after that students can independently read and understand what the text is given by the teacher.

*Guru: " Nah ini dia cerita tentang lapangan baru yang terkutuk, mari kita simak bagaimana caranya menggunakan reading media ini. "*

*Siswa 1: " Pak, gatau artinya. "*

*Guru: " Oke, bisa memakai kamus direading media ini, bisa langsung diakses kamus untuk menerjemahkan, tenang. "*

*Siswa 2: " Pak, bisa dikasih suara? "*

*Guru: " Oh sangat bisa, kamu terbiasa membaca sambil mendengarkan suara ya? "*

*Siswa 2: " iya pak. " (1st observation, Tuesday 21 March 2023)*

Then the next procedure is that the teacher asked about the question that the teacher has displayed in reading media and begin to identify which types of questions these include (Right there, Putting the Parts Together, Author and Me, On My Own).

#### a. Right There

Right there, the answer is in one place in the text. The students can put your finger on it! Words from the question and words that answer the questions are often "right there" in the same sentence. The students required to follow these rules for answering the question.

- Reread
- Scan
- Look for keywords.

b. Think and Search

The answer is in several places in the text. You puttogether (think and search) different parts of the text to find the answer. The students required to follow these rules for answering the question.

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

c. Author and You

The answers are not in the text. The students required to follow these rules for answering the question.

- Think about how what you know and how what's in the text fit together.
- Reread
- Think about what you already know and what the text says •
- Predict.

d. On My Own

The answer is not in the text. The students required to follow these rules for answering the question.

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

In associating/processing information activities, the teacher facilitates students to classify the questions that have been made into the types of questions with paste the questions on the chart provided. Together with other groups check the results question classification.

The teacher facilitated students to think to answer questions attached to one of the other groups. In the process of teaching reading the teacher make use of the reading media application and elaborated it with the QAR Strategy procedure.

*“Karena di SMAN 2 Sukoharjo siswa diperbolehkan membawa handphone, jujur itu sangat meresahkan karena perhatian anak-anak mudah teralihkan, sepertinya handphone lebih menarik dari pada materi atau penjelasan guru, lalu saya berfikir bagaimana mungkin siswa penasaran dan heboh dengan materi yang saya bawa, tentunya dengan menggunakan mereka ponsel atau setidaknya mengurangi perhatian mereka untuk fokus pada ponsel. Jadi saya penggunaan TIK yang memberikan banyak manfaat untuk mendukung pengajaran membaca pemahaman dengan Strategi QAR mba” (1<sup>ST</sup> interview, Tuesday 28 March 2023)*

The teacher modified the way of teaching students because it adapts to the conditions and characteristics of students and wants to take opportunities which of course can be used to support learning activities with hand phones brought by students, this results in a new breakthrough and of course mutually beneficial for students and teacher. The process of main activity in learning describes the use of learning strategies used by the teacher in the learning process, because in essence the main learning activities are the implementation of learning strategies. In carrying out the learning process the teacher must pay attention to factors that must be considered, namely learning objectives, characteristics/number of students, material characteristics, time allocation, and available facilities/means.

The main activity begins by reading the text that the teacher has prepared in reading media which the teacher explained and guided students to reading comprehension. The reading text is displayed in reading media, the teacher explains the text in Indonesian and uses a little English, when students don't know the pronunciation or translation students can directly access reading media. Then after the teacher explains and guides students to read the reading text, the teacher the teacher makes students into several groups in the first meeting and individually in the second meeting to work on questions that have been prepared by the teacher.

### **3. Post Activity**

Post activity, the studying process communicating activity after the teacher explained the material and asks questions to students, the last activity is to review the material that has been explained by the teacher and evaluate student work after studied.



*Picture 4. 4*  
*Teacher have discussed with students*  
*(Observation, Tuesday 21 March 2023)*

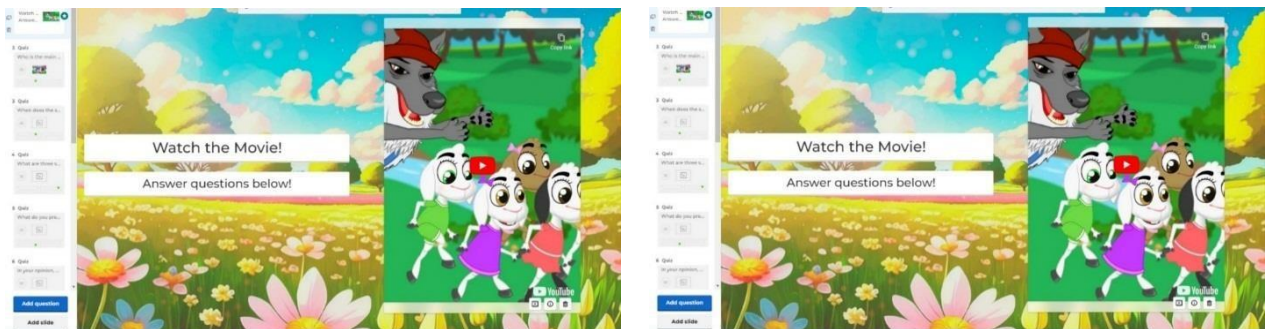
In communicating / communicating activities, the teacher facilitated students to present the results of group work. The teacher confirmed the answers correct or most appropriate. The teacher provided conclusion about what students have learned during the lesson. The teacher can provide a summary of important points regarding the material studied at the meeting. Students also find it easier to understand the meeting material. Students know the essence of learning. After finishing teaching, the teacher can close by asking the students about the material discussed at the meeting. This is to see how far students understand. If there are still things that students don't understand, the teacher can explain a little more so that students understand.

Evaluation in teaching is carried out by the teacher together with all students. By evaluating, the teacher also knows the success of his learning. Evaluation is carried out by divided students individually or in groups to answer the questions that have been prepared by the teacher, and the teacher

checks student answers and corrects if there are errors and discussed the answers to the questions. Teachers also often given their students assignments after class is over so that students continue to practice their reading comprehension skills.

*“Tidak ada video pembelajaran untuk pembelajaran, tapi kalau tugas setelah kelas selesai, tentu ada, biasanya saya memberi mereka tugas melalui quizziz, Google form seperti itu, semoga siswa bisa terus praktek dan tentunya juga enjoy karena saya menggunakan aplikasi yang mudah dapat diakses di ponsel mereka.” (1<sup>st</sup> interview, Tuesday 28 March 2023)*

<https://create.kahoot.it/creator/d2aa3f21-6b31-4a49-91c6-2e66acee4e34>



*Picture 4. 5  
Screenshoot kahoot task*

*(Documentation, Tuesday 21 March 2023)*

The post activity was closed by giving assignments by the teacher to deepen students' skills in reading comprehension.

It can be concluded that the first and the second meeting on teaching reading comprehension utilizing ICT was carried out properly and sequentially and in accordance with the QAR Strategy by Margareth (2005) procedure by utilizing ICT for delivering the material and utilized by the



teacher to give assignments to students to further deepens reading comprehension with the type of questions QAR Strategy.

#### **4. The advantages of QAR Strategy**

The interview was given to the teacher to know her opinion about the advantages of the implementation of QAR Strategy utilizing ICT in teaching reading comprehension. The interview had been done by the researcher with Mr. Ahmad Dadang Pramusinta, S.Pd, M.Pd on Tuesday, 28 March 2023. There were several questions that the researcher asked the teacher opinion about the advantages of the the implementation of QAR Strategy utilizing ICT in teaching reading comprehension. It can be seen in the dialogue below:

*Question: " Pak, mengapa anda memilih QAR Strategy untuk pengajaran reading comprehension pada kelas 11 bahasa?"*

*Answer: "Saya memilih Strategi QAR untuk pengajaran membaca pemahaman karena strategi ini dirancang untuk pengajaran pemahaman membaca, jadi akan lebih tepat dan tepat sasaran jika menggunakan strategi ini, meskipun banyak strategi yang muncul mba, tetapi tidak tentu cocok diterapkan disini, mengingat karakteristik dan kebutuhan siswa, strategi ini cocok diterapkan. "(1<sup>st</sup> interview, 28 March 2023)*

The teacher said that the QAR Strategy can indeed help the teacher to make students master reading comprehension, with the QAR Strategy students can also analyze the possible answers and of course this can hone students' high thinking skills. The QAR Strategy has several classifications of question types so that students can easily recognize and identify them, so that it can prevent students from misunderstanding about the meaning or questions contained in the reading text. The questions in the QAR Strategy can help the teacher to make students practice thinking and practicing so that when students face similar questions they will not be surprised or unfamiliar.

*Question: "Lalu apa alasan anda memanfaatkan ICT dan mengelaborasi dengan QAR Strategy, pak?"*

*Answer: "Karena di SMAN 2 Sukoharjo siswa diperbolehkan membawa handphone, jujur itu sangat meresahkan karena perhatian anak-anak mudah teralihkan, sepertinya handphone lebih menarik dari pada materi atau penjelasan guru, lalu saya berfikir bagaimana membuat siswa penasaran dan tertarik dengan materi yang saya bawa, tentunya dengan menggunakan hp mereka atau setidaknya mengurangi perhatian mereka untuk fokus pada ponsel. Jadi saya penggunaan aplikasi yang memberikan banyak manfaat untuk mendukung pengajaran membaca pemahaman dengan Strategi QAR mba" (1<sup>st</sup> interview, 28 March 2023)*

QAR Strategy utilizing ICT could help the teacher to assisted to help students comprehend english text easier, because they are listening to teacher explanation and information about QAR before they read the text and answer the question. One of the advantages of using ICT is teacher helped with the QAR Strategy utilizing ICT because that it can easily attract

students' attention without having to use extra effort because students are allowed to carry handphone and this is often misused by students in learning, making them distracted and not focused on the material. The use of ICT in the form of applications that students can easily access it is something that can help teachers. Besides that, the teacher can be helped by the google form application, kahoot, quizziz, because with this application the teacher can easily give assignments to students even when class hours are over. Based on the researcher observation on Tuesday, 21 March 2023 and Friday, 24 March 2023 when the teacher utilizes technology for delivering the material or for assignments. Students are very enthusiastic in welcoming this, students are not bored because the teacher does not only use the lecture method, but involves more students, of course with the help of the application that the teacher uses.

3. *Question:* " Ok pak, apa keuntungan dalam mengajar membaca pemahaman dengan menggunakan Strategi QAR memanfaatkan ICT?

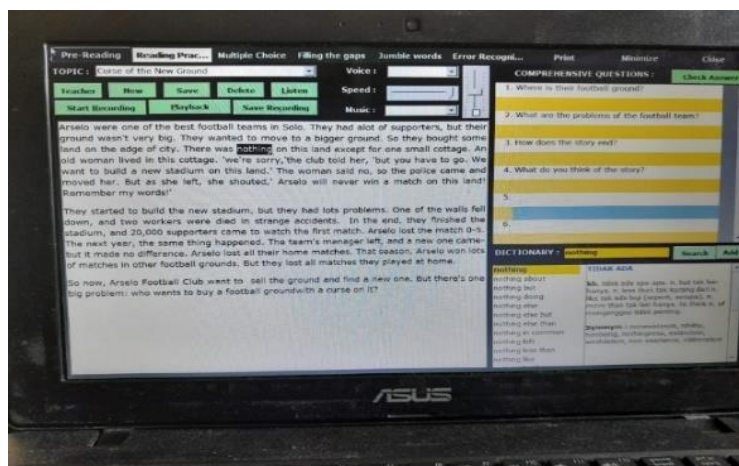
*Answer:* " Ohhh begitu banyak keuntungan mengajar membaca pemahaman dengan menggunakan ICT yang salah satunya bisa Anda dapatkan dengan mudah perhatian siswa dengan perhatian itu siswa akan tampak ingin tahu materi apa dan hal baru apa yang akan dibawakan guru. Dengan cara itu saya bisa buat mereka perlahan memahami isi teks dan jawaban pertanyaan tentunya dengan memanfaatkan teknologi, sehingga tujuan dari QAR Strategi dapat direalisasikan. Selain itu, Anda dapat menggunakan ICT untuk membuat siswa lebih senang dan membuat mereka ekspresif, mereka dapat memahami topik bacaan dan menjawab pertanyaan yang saya berikan, itu juga karena ICT

*memfasilitasi mereka gaya belajar yang berbeda.” (1<sup>st</sup> interview, 28 March 2023)*

4. *Question:” In your opinion what about the advantages when using QAR Strategy utilizing ICT for teaching reading comprehension?”*

*Answer:” Advantages*

- *It can improve students’ comprehension to reading topics.*
- *it teaches students how to ask question about reading using cognitive skills in comprehending text.*
- *It helps find answers to their questions, whether it means locating a specific fact, drawing an inference, or connecting the reading to their own experience.” (2<sup>nd</sup> interview via whatsapp, Friday 7 April 2023)*



*Picture 4. 7.*

*Some feature in reading media  
(Documentation, Tuesday 21 March 2023)*

QAR Strategy utilizing ICT had advantages to make the teacher help students answer the HOTS question, because the teacher also clasified the question based on QAR strategy to make the student easier to understand and answer the question. The teacher confirmed that there were many

advantages to using the QAR Strategy utilizing ICT in direct interviews or via whatsapp, because there are several types of questions in the QAR Strategy. It can help teachers to provide a good understanding of students, teachers can help students to understand a text better by using several types of questions in the QAR Strategy. The teacher said that the QAR strategy could guide them to better understand a reading text with various types of questions and that is what makes students accustomed to being involved with the possibilities possible implicit or explicit answers. Based on the researcher observation on Tuesday, 21 March 2023 and Friday, 24 March 2023, at the first meeting students began to learn how to answer a type of QAR Strategy question. Then at the second meeting students already understood the description of the questions that the teacher would give, of course according to the QAR Strategy. It is proven that the QAR strategy provides many advantages for teachers, as well as the use of technology in the form of application, which is elaborated with QAR Strategy teaching, this is a new breakthrough so that students can be more responsive and active in the learning process. Utilizing ICT to provide assignments allows students to easily work anywhere and of course students can do assignments happily.

QAR Strategy utilizing ICT can be used by teacher to help the students enrich their vocabulary while answering question. Because teaching reading comprehension by using the QAR Strategy utilizing ICT requires students to read texts with various kinds of words. The teacher can

help students to enrich their vocabulary so that they can answer questions more clearly and also more meaningfully. Reading media helps the teacher to help students translate vocabulary that is feel foreign to students, so the teacher can be helped by the QAR Strategy utilizing ICT.

From the result above the researcher concludes that the implementation of QAR Strategy utilizing ICT in teaching reading comprehension have so many advantages.

##### **5. The disadvantages of QAR Strategy**

The interview was given to the teacher to know her opinion about the advantages of the implementation of QAR Strategy utilizing ICT in teaching reading comprehension. The interview had been done by the researcher with Mr. Ahmad Dadang Pramusinta, S.Pd, M.Pd on Tuesday, 28 March 2023. There were several questions that the researcher asked the teacher opinion about the disadvantages of the the implementation of QAR Strategy utilizing ICT in teaching reading comprehension. It can be seen in the dialogue below:

*Question:” Lalu ada juga kelemahan menggunakan ICT di mengajar pemahaman bacaan dengan menggunakan Strategi QAR pak?”*

*Answer:” “Sejauh ini tidak ada kelemahan atau kekurangan dalam penggunaan TIK,namun kelemahannya ada pada Strategi QAR yang biasa dihadapi siswa pertanyaan biasa tetapi ketika menggunakan Strategi QAR ada beberapa jenis pertanyaan dan siswa harus mampu memahami teks bacaan dengan baik sehingga mereka dapat menjawab pertanyaan*

*dengan model QAR dengan tepat.”(1<sup>ST</sup> interview, Tuesday 28 March 2023)*

There are quite a lot of types of questions in the QAR Strategy that make students not understand and confused to distinguish them if they don't understand. Based on the researcher observation on Tuesday, 21 March 2023, at first the students looked confused by the many types of questions contained in the QAR Strategy.

*Question:” In your opinion what about the disadvantages when using QAR Strategy utilizing ICT for teaching reading comprehension?”*

*Answer:”Disadvantages, QAR restricted students' comprehension about the reading by following 4 kinds of questions elicited by qar teacher can explore deeply inside the reading based on students' interests, but qar only serve 4 questions to follow. not all genres of text can be applied to QAR strategy ex: ads, banner, procedure, etc. (2<sup>nd</sup> interview via whatsapp, Frisay 7 april 2023)*

This was also confirmed by the teacher in an interview via whatsapp, the teacher answered that there were indeed a few weaknesses in implementing the QAR Strategy utilizing ICT, one of which was the types of questions contained in the QAR Strategy, and all types of QAR Strategy questions could not always be used, such as in procedural texts, banners.

From the result above the researcher concludes that the implementation of of QAR Strategy utilizing ICT in teaching reading comprehension has a few disadvantages.

## **B. Discussion**

In this chapter the researcher tries to discuss the research finding with the other relevant references. To justify the research findings, the researcher tries to explain them with reference to the theories to make clearly about the implementation of teaching reading comprehension by using QAR utilizing ICT by English teacher at eleventh grade of SMAN 2 Sukoharjo.

There is a theory about aspect of teaching reading by Harmer (2007). Teacher engages students' interest in learning reading comprehension by stimulating students' curiosity, Teacher explains the QAR procedure and present information about the text, Students follow teacher instruction and read the material based on the QAR procedure, Teacher practicing students' reading skill and given the scores and does reflection. Procedure QAR Strategy by Margareth (2005) are: 1) Read a sample text from the overhead or write it on a board or on chart paper or in power point; 2) After the text (passage) is read, generate questions that fall into each of the QAR question categories (Right there, Putting the Parts Together, Author and Me, On My Own); 3) Then continue with the rest of the questions and answers, relating them to QAR strategy; 4) Copy and use the QAR cards for group responses. There are similarities between the two theories that underlie the implementation of teaching reading comprehension by using the QAR Strategy utilizing ICT, in all existing theories for teaching reading in accordance with the main theory, namely the procedure QAR Strategy by



Margaret (2005). Where each of the activities that already have harmony with each other be classified into 3 activities that be used by the teacher to teach reading comprehension, namely pre, main and post activity. This is the same procedure used by Previous study by Sa'dulloh Muzammil (2016) entitled "QAR (Question Answer Relationship) As an Alternative Strategy to Teach Reading." which also classifies QAR Strategy teaching reading comprehension into 3 activities.

The teacher implements the QAR Strategy procedure well and can fulfill all aspects contained in the QAR Strategy teaching procedure, unlike. Previous study by Dian Gustia Tarbiyah (2018). From the thesis it is explained that the teacher applies a sequential QAR strategy and does not run well because the teacher does not pay attention to time so that students do not get more information and feedback from the teacher. The teacher implements the QAR Strategy procedure well and pays attention to class time; the teacher manages time well and firmly so that the short lesson time can implement and provide sufficient information to students. Confirmed that the material delivered and the strategy used by the teacher is in accordance with the lesson plan used by the teacher.

Then related to the use of ICT in teaching reading comprehension, According to Asabere and Enguah (2012) defined ICT as the tools, facilities, processes, and equipments that provide the required environment with the physical infrastructure and the services for the generation, transmission, processing, storing and disseminating of information in all forms including

voice, text, data, graphics and video. According to Hennessy, Ruthven, and Brindley (2005), the term ICT includes the range of hardware, software (applications). ICT here is very useful as a tool to facilitate reading comprehension teaching using the QAR Strategy, ICT used by teachers in the form of applications that are easy to use by students and teachers and have features that support learning. ICT is a tool that facilitates very complex student needs made very easy, ICT is also a facility to serve different learning styles for each student, which of course has its own advantages. The teacher uses the reading media application to display and deliver the material, then uses applications such as kahoot, quizziz and also google classroom to give assignments to students. Previous study by Mohammed Adulkareem A. Alkamel and, Dr. Santosh S. Chouthaiwale (2018) shows that the use of ICT is very important for teaching reading comprehension, ICT makes it easier for teachers to convey and evaluate how students' progress regarding reading comprehension. This is in line with this thesis, namely that teachers use ICT to help students more easily access or learn reading comprehension by using QAR Strategy. In the previous study by Dian Gustia Tarbiyah (2018) and Sa'dulloh Muzammil (2016) do not use ICT to teach reading comprehension but use novels, books and that makes students bored with media and activities and monotony. In using ICT, the teacher applies synchronous learning which occurs at the same time, real time and meets in class to carry out learning activities using the reading media application, according to theory Suranto (2019)

Synchronous is interaction that learning oriented and facilitated by direct instructions, real-time and usually scheduled In Suranto (2019).

Then the advantages in implementing the QAR Strategy utilizing ICT, Raphael and Au (2005) as follows, 1) Help students to analyze, understand, and respond to concept text; 2) The need to prepare students for increased testing while keeping a strong focus on higher-level thinking with text; 3) Categorize different levels and types of questions; 4) Helps to dismiss students' common misconception that the text contains all the answers. The QAR Strategy does have many benefits for teaching reading comprehension, the QAR strategy can help students to analyze and provide an overview of a reading passage. Assist students in minimizing misunderstanding regarding a question whose answer is not in the text, by using the QAR Strategy in teaching reading the teacher can help students to think extra in order to find answers to questions whose answers require answers from the students' own thoughts, with the case the QAR Strategy help students to classify the types of questions that exist. previous study by Dian Gustia Tarbiyah (2018) and Sa'dulloh Muzammil (2016) also got the result that the QAR Strategy helps students in improving reading comprehension with the existence of several types of questions contained in it. Then the use of the application here helps facilitate students to learn reading texts more easily. The QAR strategy can also make it easier for students to answer questions because they can classify questions based on the type of QAR Strategy, they will not be confused when the answer to the

question is not in the text that is the advantage of using the QAR Strategy. Also refers to the previous study by Mohammed abdulkarim (2018) which discussed the advantages of utilizing ICT, namely that it has been proven to be effective in delivering material to students, this has been proven by teachers delivering material using ICT, the elaboration of both of them can make an innovation for the world of education, because the current era is closely related with the existence of technology, the use of ICT is also very necessary to teach reading comprehension combined with the QAR Strategy.

Then the disadvantages in implementing the QAR Strategy utilizing ICT, QAR Strategy restricted students' comprehension about the reading by following 4 kinds of questions elicited by qar teacher can explore deeply inside the reading based on students' interests, but qar only serve 4 questions to follow. not all genres of text can be applied to QAR strategy ex: ads, banner, procedure, etc. Actually there are a few disadvantages in implementing QAR Strategy utilizing ICT in teaching reading, that there was only two disadvantages in implementing the QAR Strategy, namely students were a little confused by the existence of several types of questions contained in the QAR Strategy, in accordance with the Raphael theory which states that the teacher must communicate about the many types of questions and procedures that must be carried out in learning the QAR Strategy. The teacher must also be able to introduce the application and how

to use the application used by the teacher for delivering material and giving assignments.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching and learning reading comprehension through QAR.

#### A. Conclusion

Having discussed the result of the research, it can be concluded that:

##### **1. The implementation of teaching reading comprehension through QAR strategy utilizing ICT for the eleventh-grade students of SMAN 2 Sukoharjo in academic year 2022/2023**

The teacher implemented the right steps in teaching the material. They are pre activity, main activity, and post activity. The QAR strategy also helps the students understand the material with easily and clearly. The QAR procedure was elaborated by utilizing ICT for delivering material. In implementing the QAR Strategy utilizing ICT They are like that strategy utilizing ICT because there is a simple way. The ICT used by teacher are Reading media, Kahoot, Quizziz, Google classroom. It makes the students enjoy the class, it can enhance their reading comprehension. The student is very successful in responding to these strategies. The class is a pleasure for the students.

**2. The advantages and disadvantages of the implementation of QAR Strategy utilizing ICT in teaching reading comprehension for the eleventh-grade students of SMAN 2 Sukoharjo in academic year 2022/2023**

a. The advantages of the implementation QAR Strategy utilizing ICT in teaching reading comprehension:

- 1) QAR Strategy utilizing ICT could help the teacher to assisted to help students comprehend English text easier, because they are listening teacher explanation and information about QAR before they read the text and answer the question.
- 2) QAR Strategy utilizing ICT had advantages to make the teacher help students answer the HOTS question, because the teacher also classified the question based on QAR strategyto make the student easier to understand and answer the question.
- 3) QAR Strategy utilizing ICT can be used by teacher to help the students enrich their vocabullary while answering question.

b. The disadvantages of the implementation QAR Strategyutilizing ICT in teaching reading comprehension:

- 1) QAR restricted students' comprehension about the reading by following 4 kinds of questions elicited by QAR, teacher can help the students to explore deeply inside the reading based on

students interests, but qar only serve 4 questions to follow. not all genres of text can be applied to QAR strategy ex: ads, banner, procedure, etc.

- 2) The level of questions and application must be communicated meaningfully by the teacher.

## **B. Suggestion**

The researcher proposes the recommendation as follows:

### **1. For the Teachers**

The researcher suggests the English language teachers use this research as an overview and reference for teaching reading comprehension by using QAR Strategy utilizing ICT. In addition, teachers can use this research as a reference to enhance students' understanding of reading comprehension.

### **2. For the Students**

The researcher suggests to students especially English language learners, to know the important of English especially in reading comprehension. In addition, this research can be used as an evaluation for students to continue learning about reading comprehension.

### **3. For other Researchers**

The next researcher can conduct a study about teaching reading comprehension with other strategies that make students enjoy and effective in learning reading comprehension to increase their reading comprehension.



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## APPENDICES

## Appendix 1 Data Finding

## 1. Observations Results

Table 4.1 Observation Results First Meeting

Tuesday, 21 March 2023 XI Language Class

Subject	Aspects	Procedure	ICT	Yes	No	Note
Pre-activities (teacher)	1. Teacher engages students' interest in learning reading comprehension by stimulating students' curiosity with the story about legend of cursed place	Teacher preparation for teaching reading comprehension using QAR Strategy utilizing ICT	Reading media	√		Teacher gave brainstorming about the material with the easy example : The teacher brings objects in the reading media also from the news happening in that time, teacher stimulate students curiosity
	2. Teacher simulate students' curiosity motivates students.					
main-activity (Teacher)	3. The teacher give explain about what kind of the text that will give to the students.	Read a sample text from the overhead or write it on a board and in power point.		√		Teacher presented the material orally by using Bahasa indonesia. He informs the students about the text so long, almost part of the text was explained. And showing the text in reading media
	4. Teacher explains the task and gives information about QAR.	After the text (passage) is read, generate questions that fall into each of the QAR				The teacher explained the task and give information about types of QAR's question.

		question categories (Right there, Putting the Parts Together, Author and Me, On My Own).				
	5. Teacher put the students into teams also individual and provides times for students to delve into a topic and answer the question that modified by the teacher.	Copy and use the QAR cards for group responses.				Teacher divided the students into 10 groups consisted of 4 and 3 students, the teacher arrange the groups randomly
main-activity (Students)	6. The students read the text that given by the teacher.		√			The students read the text with same material, they try to translate words . when reading.
	7. The student work in group to discuss and answer the question.					The student gathered to discuss the material.
Post-activity (Teacher)	The teacher discusses the text and the students answer	Then continue with the rest of the questions and answer, relating them to QAR strategy.	√			The teacher asked the students to collect their task. And then the teacher discussed the answer with the student. students showed their enthusiasm to the discussion

**Table 4.2 Observation Results Second Meeting****Friday,24 March 2023 XI Language Class**

Subject	Aspects	Procedure	ICT	Yes	No	Note
Pre-activities (teacher)	1. Teacher engages students' interest in learning reading comprehension by stimulating students' curiosity with concrete fruit of guava	Teacher preparation for teaching reading comprehension using QAR Strategy utilizing ICT	Reading Media	√		Teacher gave brainstorming about the material with the easy example : The teacher brings concrete objects in the reading media,teacher stimulate students curiosity
	2. Teacher simulate students' curiosity motivates students.					
main-activity (Teacher)	3. The teacher give explain about what kind of the text that will give to the students.	Read a sample text from the overhead or write it on a board and in power point.		√		Teacher presented the material orally by using Bahasa indonesia. He informs the students about the text so long, almost part of the text was explained. And showing the text in reading media
	4. Teacher explains the task and gives information about QAR.	After the text (passage) is read, generate questions that fall into each of the QAR question categories (Right there, Putting the				The teacher explained the task and give information about types of QAR's question.

		Parts Together, Author and Me, On My Own).				
	5. Teacher put the students into teams also individual and provides times for students to delve into a topic and answer the question that modified by the teacher.					The teacher instructs students to answer questions individually
main-activity (Students)	6. The students read the text that given by the teacher.					The students read the text with same material, they try to translate words . when reading.
	7. The student work in group to discuss and answer the question.				√	The student gathered to discuss the material.
Post-activity (Teacher)	The teacher discusses the text and the students answer	Then continue with the rest of the questions and answer, relating them to QAR strategy.			√	The teacher asked the students to collect their task. And then the teacher discussed the answer with the student. students showed their enthusiasm to the discussion



## 2. Interview Transcript

### A. Direct Interview on Monday 25 March 2023, Mr. Ahmad Dadang Pramusinta ,S.Pd ,M.Pd

Peneliti : “Selamat pagi pak”

Guru : “Pagi mba”

Peneliti : “Pak, izinkan saya bertanya tentang penerapan Strategi QAR yang memanfaatkan ICT serta kelebihan dan kekurangannya”

Guru :” baik mba tolong, saya akan menjawab”

Peneliti : “Dulu boleh saya tahu alasan bapak menggunakan strategi ini untuk mengajar pemahaman bacaan pak, padahal sekarang sudah banyak sekali strategi yang muncul?”

Guru:” Saya memilih Strategi QAR untuk pengajaran membaca pemahaman karena strategi ini dirancang untuk pengajaran pemahaman membaca, jadi akan lebih tepat dan tepat sasaran jika menggunakan strategi ini, meskipun banyak strategi yang muncul mba, tetapi mereka belum tentu cocok diterapkan disini, mengingat karakteristik dan kebutuhan siswa strategi ini cocok diterapkan”

Peneliti : “apa ciri-ciri siswa kelas 11 bahasa pak?”

Guru :” ciri-ciri siswa di kelas 11 bahasa cenderung ramai, jika pelajaran tidak variatif, cepat bosan, sering teralihkan oleh handphone karena siswa

diperbolehkan membawa mereka di sini, selain itu mereka hanya tertarik pada topik yang mereka sukai, seperti yang berkaitan dengan hobi mereka”

Peneliti : “Baik pak saya mengerti, lalu bagaimana cara membangun kesadaran mereka bahwa membaca pemahaman merupakan keterampilan yang sangat penting untuk dimiliki oleh siswa?”

Guru: “Saya membangun kesadaran mereka dengan memberikan fakta-fakta tentang hal-hal yang ada di sekitar mereka, sebagian besar hal yang kita temui adalah dalam bentuk teks yang perlu dibaca dengan pemahaman untuk memahami, itulah mengapa mereka sangat membutuhkan pemahaman bacaan ini dan itu sangat berguna bagi kehidupan mereka.”

Peneliti : “Bagaimana dengan persiapan mengajar membaca pemahaman pak ?”

Guru : “Saya menyiapkan siswa dengan memberikan gambaran di awal materi apa yang akan mereka pelajari, hal ini dapat menimbulkan rasa ingin tahu siswa sehingga siswa mau mendengarkan dan memperhatikan materi yang dijelaskan guru. Kemudian saya juga menyampaikan kepada mereka bahwa kita akan belajar dengan Strategi QAR untuk belajar membaca pemahaman, yang tentunya mencakup beberapa model soal sesuai prosedur.”

Peneliti : “Mengapa anda memanfaatkan atau mengintegrasikan TIK dalam pengajaran pemahaman bacaan dengan menggunakan Strategi QAR pak?”

Guru :” Karena di SMAN 2 Sukoharjo siswa diperbolehkan membawa handphone, jujur saja sangat meresahkan karena perhatian anak mudah teralihkan, sepertinya handphone lebih menarik dari pada materi atau penjelasan guru, lalu saya berfikir bagaimana agar siswa penasaran dan bersemangat dengan materi yang saya bawakan, tentunya dengan menggunakan handphone atau setidaknya mengurangi perhatian mereka untuk fokus pada handphone. Jadi saya menggunakan TIK yang memberikan banyak manfaat untuk mendukung pengajaran membaca pemahaman dengan Strategi QAR mba”

Peneliti : “Lalu TIK apa yang ibu gunakan untuk mengajar membaca pemahaman dengan menggunakan Strategi QAR?”

Guru: “Aplikasi dan powerpoint juga media bacaan mba, saya menggunakan aplikasi untuk mengajarkan pemahaman membaca dan powerpoint juga media membaca untuk menampilkan materi saya dengan menggunakan Strategi QAR memanfaatkan TIK”

Peneliti : “Apakah belajar hanya di kelas saja pak? apakah ada pembelajaran atau tugas berbasis video yang harus dikerjakan siswa di rumah tentunya dengan memanfaatkan TIK?”

Guru :” Tidak ada video pembelajaran untuk belajar, tapi kalau tugas setelah kelas selesai tentu ada, biasanya saya kasih tugas lewat quizziz, google form gitu, semoga siswa bisa terus praktek dan tentunya enjoy juga karena saya menggunakan aplikasi yang mudah diakses di handphone mereka.”

Peneliti : “Baik pak, apa keuntungannya mengajar membaca pemahaman dengan menggunakan Strategi QAR memanfaatkan TIK?”

Guru: “Ohhh banyak sekali keuntungan mengajar membaca pemahaman dengan menggunakan TIK, salah satunya adalah dengan mudah menarik perhatian siswa dengan perhatian tersebut siswa akan tampak penasaran untuk mengetahui materi apa dan hal baru apa yang akan dibawakan oleh guru. Dengan begitu saya bisa membuat mereka pelan-pelan memahami isi teks dan menjawab pertanyaan tentunya dengan memanfaatkan teknologi, sehingga tujuan dari Strategi QAR bisa terwujud. , mereka dapat memahami topik bacaan dan menjawab pertanyaan yang saya berikan, itu juga karena TIK memfasilitasi gaya belajar mereka yang berbeda.”

Peneliti : “Lalu apakah ada juga kerugian menggunakan TIK dalam pengajaran pemahaman bacaan dengan menggunakan Strategi QAR pak?”

Guru :” Selama ini tidak ada kelemahan atau kekurangan dalam penggunaan TIK, namun kelemahannya ada pada Strategi QAR dimana biasanya siswa menghadapi soal-soal biasa tetapi ketika menggunakan Strategi QAR terdapat beberapa jenis soal dan siswa harus dapat memahami teks bacaan dengan baik sehingga dapat menjawab soal dengan model QAR dengan tepat.”

Peneliti :”Apa kendala yang kamu temukan dalam menentukan bahan bacaan?”

Guru: “Sebagian besar siswa adalah pembaca yang lemah. Akan lebih sulit jika mereka harus membaca teks yang panjang atau membaca teks yang sulit dipahami, lebih buruk lagi mereka tidak mau membaca teks karena panjang dan sulit dipahami. Tapi di buku yang saya gunakan untuk mengajar membaca pemahaman, hanya ada sedikit teks pendek, banyak di antaranya adalah teks panjang. Dan saya juga kesulitan untuk memilih bahan bacaan karena guru harus memilih bahan yang sesuai dengan strategi.”

Peneliti : “Pemanfaatan TIK dalam pembelajaran membaca pemahaman dengan menggunakan Strategi QAR relatif baru ya pak?”

Guru :” Iya mba, saya berinisiatif untuk memodifikasinya karena tahu sendiri ketika saya hanya menggunakan metode bicara, mereka terlihat sangat bosan tetapi ketika kami mempresentasikan sesuatu yang baru, rasa ingin tahu mereka langsung meningkat, wah, apakah ada sesuatu yang baru yang dibawakan? oleh Pak Dadang, itu juga termasuk membangun rasa ingin tahu mereka dan membangkitkan semangat mereka untuk belajar membaca pemahaman.”

Peneliti :”emm, anak-anak disini suka hal-hal yang baru ya pak?”

Guru: “semua guru yang menerapkan strategi yang membosankan dan tidak mengubah cara mengajarnya akan sia-sia karena materi yang disampaikan guru tidak akan diperhatikan oleh siswa”

Peneliti :” Sepertinya strategi QAR sudah lama ada di dunia pendidikan ya pak?

Guru :” Iya benar, tetapi bagi saya tidak penting apakah strategi itu sudah tua atau belum, bukan berarti strategi itu tidak dapat digunakan, sebenarnya strategi yang baru belum tentu cocok untuk diterapkan. dilaksanakan, saya juga melihat bagaimana karakteristik dan tujuan pembelajaran ditentukan ketika menggunakan suatu strategi.”

Peneliti : “Baik pak, sekian pertanyaan dari saya tentang pengajaran membaca pemahaman dengan menggunakan Strategi QAR memanfaatkan TIK, terima kasih atas waktunya pak.”

Guru : “Dengan senang hati mba.”

#### **B. Via Whatsapp Interview on Friday 7 April 2023**

<b>Question</b>	<b>Answer</b>
1. How the preparation to teach reading comprehension according to the QAR Strategy?	<p>1. A. Find interesting text which arise students curiosity</p> <p>B. Explain to students that there are many questions readers can ask about their reading and that one way to find the answer is to think about what kind of question it is. Define the four types of questions and give an example.</p> <p>C. Read a short passage aloud to students.</p> <p>D. Have questions of different types prepared to ask about the</p>

	<p>passage. When the teacher has finished reading, read each question aloud and model how the teacher decides which type of question teacher have been asked to answer.</p> <p>E.Show students how find information to answer the question (e.g., in the text or from own experiences).</p>
2. Is the QAR Strategy procedure always applied correctly when teaching learning process?	2.It depends on students' acceleration in comprehending the text, if they knew the text before, they could leap to harder questions of QAR
3. How to explain the importance of reading comprehension for students?	3.The most information of our business and interests in this life are served in text i.e; reading with graphics, symbols, and motion pictures. Therefore, understanding between lines, discourse, or meaning under the text are literacy skills needed in this 21st century.
4. How to increase curiosity and learn more about reading comprehension?	4.With porque technique (questioning ss with 'why' q word. Or using rhetoric technique such as 'do you know...?' (Related to current issues or interests of students) Else, by previewing topics og reading with picures or motion pictures to get attenrion andarise curiosity Last, by giving quiz to elicit ss critical thinking ( the answer can be vary, but the reasoning why giving the answer is the main point)
5. how teacher utilizing ICT in teaching reading comprehension?	5.Using interactive ppt, google workspace as students come up with handphone in the class, Maxikizing lcd n active speaker in the class,Giving assignments accomplished by submitting them

	on line or via application Or giving test using interactive quiz such as quizziz, kahoot or google form and else
6. What applications are used to teach reading comprehension?	6.The recommended is reading media developed by Robi' teacher, Padlet, colornote in android or google voice assistance to check pronunciation and understanding
7. In your opinion what about the advantages and disadvantages when using QAR Strategy utilizing ICT for teaching reading comprehension?	<p>7.Advantages:</p> <p>A. It can improve students' comprehension to reading topics.</p> <p>B.it teaches students how to ask question about reading using cognitive skills in comprehending text.</p> <p>C. It helps find answers to their questions, whether it means locating a specific fact, drawing an inference, or connecting the reading to their own experience</p> <p>Disadvantages:</p> <p>QAR restricted students' comprehension about the reading by following 4 kinds of questions elicited by qar teacher can explore deeply inside the reading based on students' interests, but qar only serve 4 questions to follow. not all genres of text can be applied to QAR strategy ex: ads, banner, procedure, etc.</p>

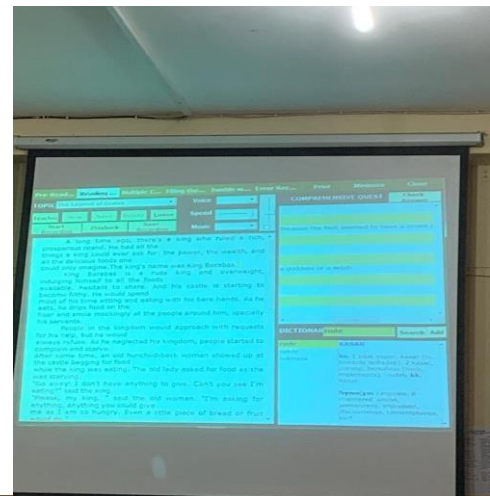


## Appendix 2 Material and Task

### 1. Pre activity



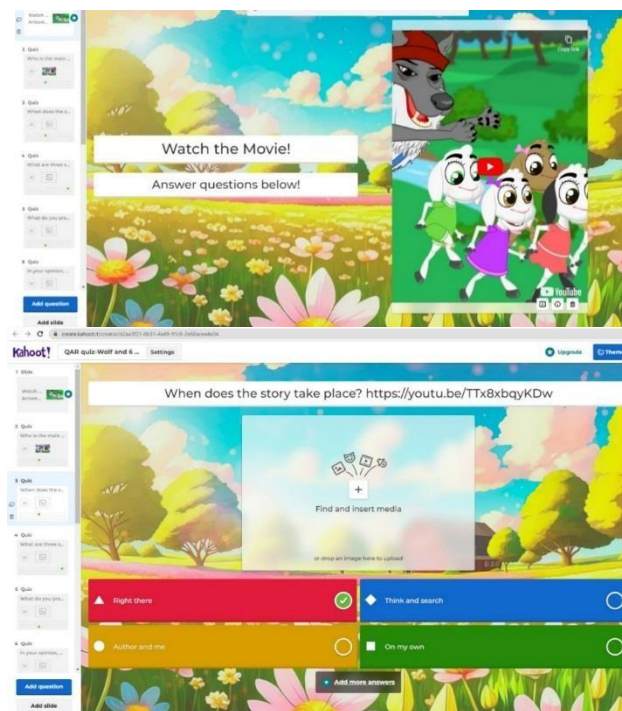
### 2. Main activity



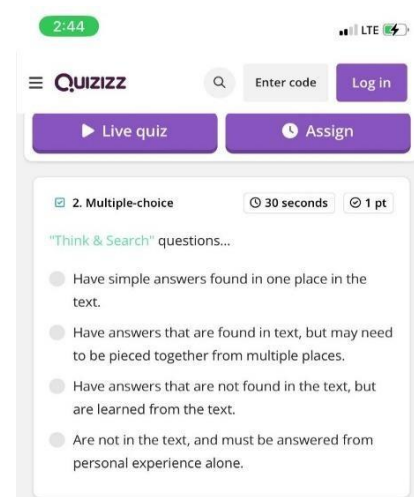
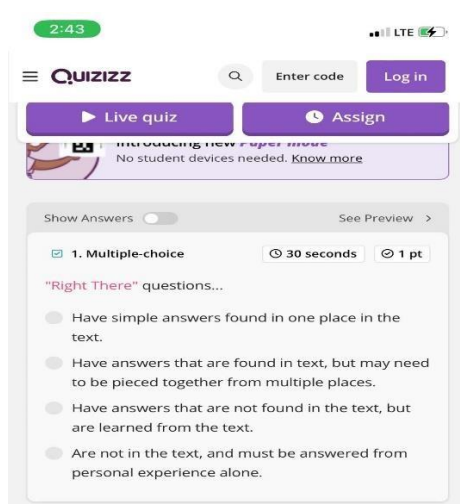
### 3. Post activity

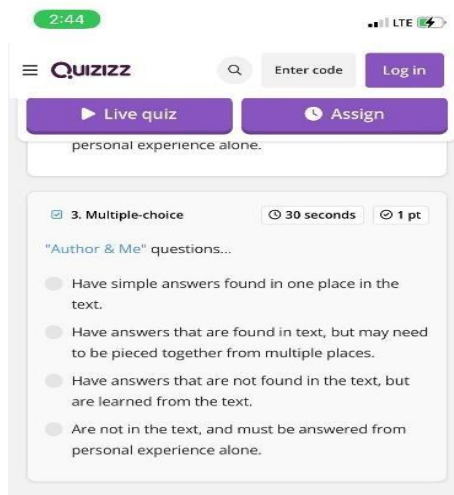


### 4. Screenshot kahoot task

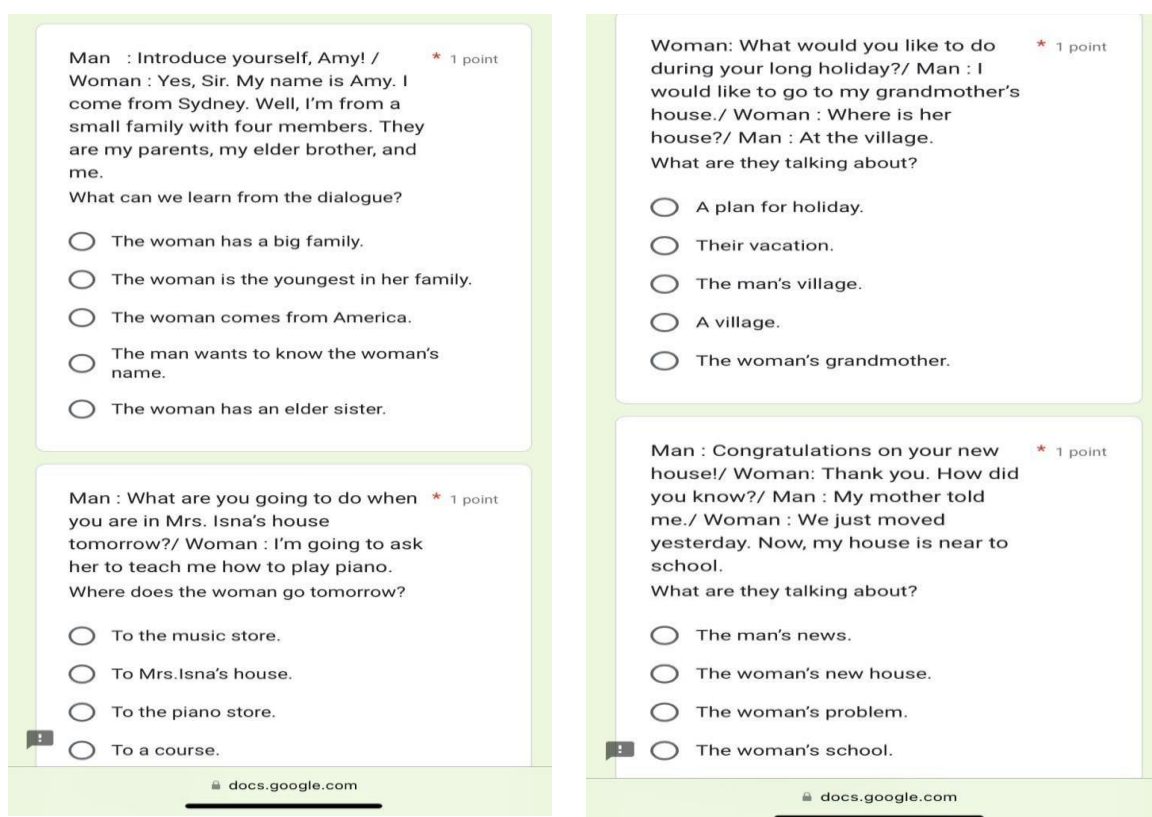


### 5. Screenshot quizziz task

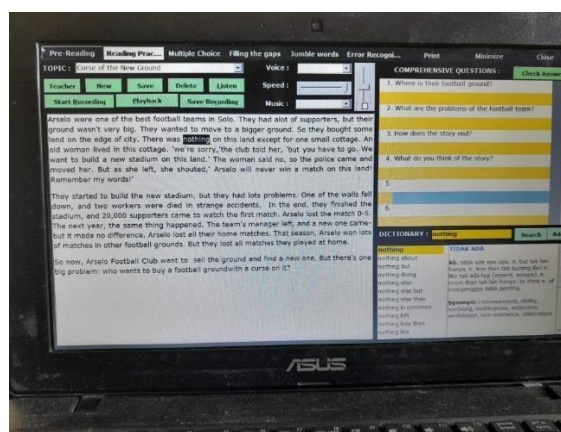
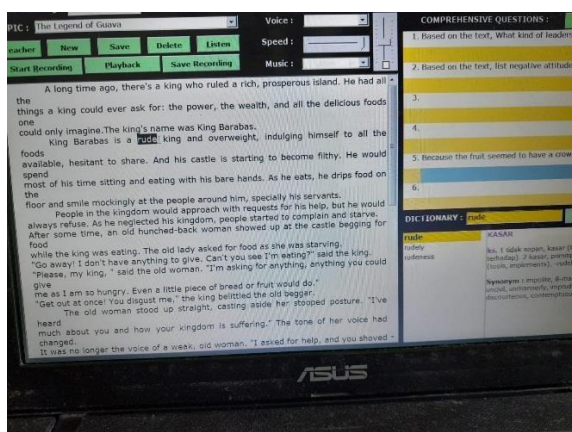




## 6. Screenshoot google form task



## 7. Utilizing reading media application for individual assignment





## 8. Material PPT



United were one of the best football teams in the country. They had a lot of supporters, but their ground wasn't very big.

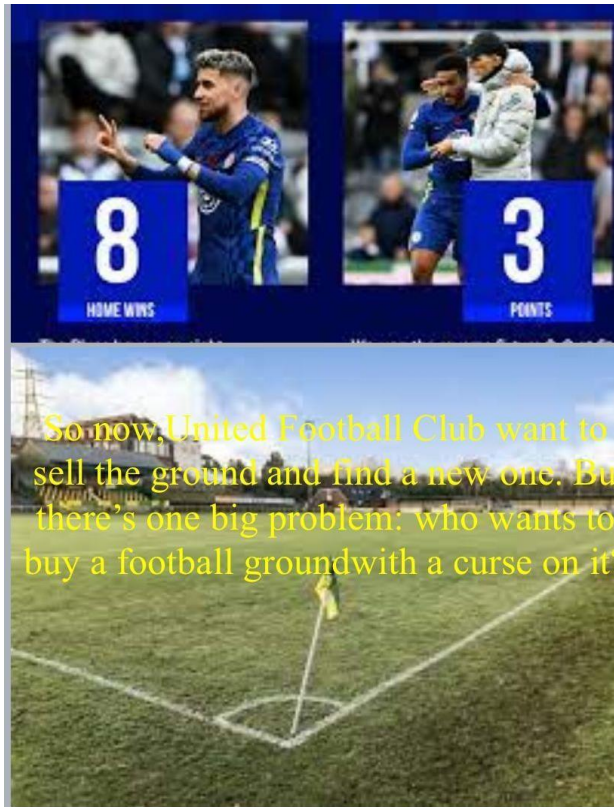
They wanted to move to a bigger ground. So they bought some land on the edge of city. There was



An old woman lived in this cottage. "we're sorry, the club told her, 'but you have to go. We

The woman said no, so the police came and moved her. But as she left, she shouted, 'united will never win a match on this land! Remember my words!'







**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>MATA PELAJARAN</b>	<b>: BAHASA DAN SASTRA INGGRIS</b>
<b>SEMESTER</b>	<b>: 3</b>
<b>MATERI POKOK</b>	<b>: NARRATIVE (SHORT STORY)</b>
<b>PENYUSUN</b>	<b>: AHMAD DADANG PRAMUSINTA,S.Pd., M.Pd.</b>

**PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMA NEGERI 2 SUKOHARJO**

Jalan Raya Kartasura-Solo, dsn Mendungan Ds.Pabelan,  
Kec. Kartasura Kab. Sukoharjo 57162  
Telepon / Faksimile 0271 – 711615, 02717653133  
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**RENCANA PELAKSANAAN PEMBELAJARAN  
TAHUN PELAJARAN 2022/2023**

Sekolah	: SMA Negeri 2 Sukoharjo
Mata Pelajaran	: Bahasa dan Sastra Inggris
Semester	: 3
Materi Pokok	: Narrative (Short Story)
Alokasi Waktu	: 4 x 45 menit

A. Kompetensi Inti

KI 1	: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2	: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan proaktif; sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3	: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4	: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar		Indikator Pencapaian Kompetensi	
3.5	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaannya.	3.5.1.	Menganalisa fungsi sosial dari teks naratif berbentuk cerita pendek.
		3.5.2.	Menganalisa struktur teks dari teks naratif berbentuk cerita pendek.
		3.5.3.	Menganalisa unsur kebahasaan dari teks naratif berbentuk cerita pendek.
4.5	Menangkap makna teks naratif berbentuk cerita pendek.	4.5.1.	Menangkap makna teks naratif berbentuk cerita pendek.
		4.5.2.	Menceritakan kembali cerita pendek yang diperdengarkan.

C. Tujuan Pembelajaran

Melalui Pendekatan saintifik dengan model pembelajaran Inquiry Based Learning, metode <i>Discovery Based Learning</i> dan strategi belajar Question Answer Relationship (QAR) peserta didik dapat menerapkan, menyusun serta menyajikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta
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informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya dengan mengembangkan sikap tanggung jawab, bekerja keras, toleransi dan bekerja sama.

D. Materi Ajar

*Narrative text (short story)*

Struktur teks:

- a. *Orientasi*, dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
- b. *Komplikasi*, krisis yang terjadi terhadap tokoh utama
- c. *Resolusi*, akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih
- d. *Reorientasi*, ulasan atau komentar umum □ opsional.

Unsur Kebahasaan:

- a. Tata bahasa: tense Simple, Continuous, Perfect, dalam bentuk Present dan Past, dengan atau tanpa kata kerja bantu modal, secara terintegrasi
- b. Kosakata: terkait karakter, watak, dan setting dalam cerita pendek
- c. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- d. Semua jenis adverbia.

E. Metode Pembelajaran

Pendekatan	:	Saintifik
Model Pembelajaran	:	Inquiry based learning
Metode Pembelajaran	:	Menyimak, diskusi kelompok, studi pustaka, role-play, penugasan individu dan kelompok.
Strategi pembelajaran	:	Question Answer Relationship(QAR) Strategy

F. Alat dan Sumber Belajar

1. Alat dan Bahan Belajar	Media/Alat : Laptop, komputer, LCD, rekaman untuk listening, loud speaker, film/gambar, power point presentation
2. Sumber Belajar	Sudarwati, Th, dkk. 2016. Pathway to English Peminatan untuk kelas XI SMA dan MA Kurikulum 2013, Jakarta: Penerbit Erlangga Buku Bahasa Inggris lain yang relevan dan ber-isbn, internet dan nara sumber.

G. Langkah-Langkah Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	Alokasi Waktu
<b>Pendahuluan</b>	Guru dan peserta didik melaksanakan upacara di hari senin, senin s.d. jumat literasi, dan jumat sehat dan bersih ( <b>berbasis budaya sekolah</b> dan penguatan pendidikan karakter) <ul style="list-style-type: none"> <li>● Memberikan salam dan berdoa bersama (religiositas)</li> <li>● Menyanyikan lagu Indonesia raya (nasionalisme)</li> </ul>	

	<ul style="list-style-type: none"> <li>● Menanyakan kepada siswa kesiapan dan kenyamanan untuk belajar</li> <li>● Menanyakan kehadiran siswa</li> <li>● Mereview pembelajaran sebelumnya</li> </ul>	
<b>Inti</b>	<p>Guru mengarahkan peserta didik untuk melakukan aktivitas kelas sesuai dengan model pembelajaran Inquiry Based Learning</p> <ul style="list-style-type: none"> <li>● Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai</li> <li>● Menyampaikan cakupan materi dan penjelasan uraian kegiatan pembelajaran, memberikan orientasi terhadap materi yang akan dipelajari yaitu teks narasi berbentuk cerita pendek.</li> <li>● Peserta didik dikelompokkan secara heterogen dan membahas istilah-istilah dalam narrative text dan menjelaskan istilah-istilah tersebut.</li> <li>● Peserta didik diberi teks narasi “Sam’s Problem” untuk menganalisis struktur teks yang ada di teks tersebut dengan menjawab pertanyaan-pertanyaan yang mengacu pada struktur teks.</li> <li>● Peserta didik diberikan latihan soal berupa bacaan baru dan diminta untuk menganalisa struktur teks serta menjawab pertanyaan yang telah diberikan.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>● Guru mengevaluasi materi yang telah dipelajari oleh peserta didik.</li> </ul>	

#### Pertemuan 2

<b>Kegiatan</b>	<b>Deskripsi</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<p>Guru dan peserta didik melaksanakan upacara di hari senin, senin s.d. jumat literasi, dan jumat sehat dan bersih (<b>berbasis budaya sekolah</b> dan penguatan pendidikan karakter)</p> <ul style="list-style-type: none"> <li>● Memberikan salam dan berdoa bersama (religiositas)</li> <li>● Menyanyikan lagu Indonesia raya (nasionalisme)</li> <li>● Menanyakan kepada siswa kesiapan dan kenyamanan untuk belajar</li> <li>● Menanyakan kehadiran siswa</li> <li>● Mereview pembelajaran sebelumnya</li> </ul>	

<b>Inti</b>	<p>Guru mengarahkan peserta didik untuk melakukan aktivitas kelas sesuai dengan model pembelajaran Inquiry-Based Learning. (Berbasis Kelas)</p> <ul style="list-style-type: none"> <li>• Peserta didik diberi teks narasi “The Curse of the New Ground” untuk menganalisis unsur kebahasaan yang ada di teks tersebut dengan menjawab pertanyaan-pertanyaan yang mengacu pada unsur kebahasaan.</li> <li>• Peserta didik diberikan latihan soal untuk pemahaman bacaan.</li> <li>• Peserta didik diberi paragraph acak, mereka diminta untuk mengurutkan sehingga menjadi sebuah cerita pendek yang bermakna sesuai dengan struktur teks yang sudah dipelajari pada pertemuan sebelumnya.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru mengevaluasi materi yang telah dipelajari oleh peserta didik.</li> </ul>	


#### H. Penilaian

1	Teknik Penilaian		
	A	Penilaian Sikap	: Observasi dan jurnal
	B	Penilaian Pengetahuan	: Tes Tertulis, Penugasan
	C	Penilaian Keterampilan	: Unjuk Kerja
2	Bentuk Penilaian		
	A	Observasi	: lembar observasi sikap disiplin dan kerjasama
	B	Tes Tertulis	: soal esai
	C	Unjuk Kerja	: rubrik <i>writing</i>
	D	Proyek	:
	E	Produk	:
	F	Lainnya	:
3	Instrumen Penilaian		: Terlampir
4	Alat Penilaian		: Terlampir

Mengetahui Kepala SMA Negeri 2 Sukoharjo	Sukoharjo, 22 Desember 2022 Guru Mata Pelajaran Bahasa dan Sastra Inggris
Slamet Widodo, S.Pd., M.Pd.	Ahmad Dadang Pramusinta, S.Pd.,M.Pd.

Lampiran 1 :

a. BAHAN AJAR MATA PELAJARAN : QAR Lesson PPT.

 QAR lessons the curse of the new ground.pptx

b. Aplikasi membaca Reading Media  
[https://drive.google.com/file/d/14buZy2KnlH19G6a0r9t\\_S7dgKskoN6e0/view?usp=share\\_link](https://drive.google.com/file/d/14buZy2KnlH19G6a0r9t_S7dgKskoN6e0/view?usp=share_link)

c. UKBDR 3.5 dan 4.5 Narrative text

 2.5.1 UKBDR SAS ING KELAS XI KD 3.5.pdf


Lampiran2 :

INSTRUMEN PENILAIAN SIKAP

 Instrumen penilaian sikap dan spritual, dan psikomotorik

Lampiran3 :

RUBRIK OBSERVASI

 lembar observasi pembelajaran.pdf

Lampiran4 :

KISI-KISI SOAL

1. Question related to single answer provided by the text
2. Question that the answer are scattered in the text
3. Question that students combine answers available on the reader and author's mind.
4. Question that the answers are outside of the text.

Lampiran5 :

SOAL-SOAL

 SOal QAR

## SILABUS

Satuan Pendidikan : SMA NEGERI 2 SUKOHARJO  
Kelas/Semester : XI / GANJIL  
Tahun Pelajaran : 2021-2022  
Kompeten Keahlian : Peminatan  
Jumlah Pertemuan : 72 JP

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro- aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
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01	3.1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, serta meresponsnya, sesuai dengan konteks penggunaannya	<p>3.1.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks lisan dan tulis untuk mengungkapkan menyarankan melakukan sesuatu atau tidak melakukan sesuatu serta responnya, sesuai dengan konteks penggunaannya</p> <p>3.1.2 Menyimpulkan fungsi sosial ungkapan-ungkapan menyarankan melakukan sesuatu atau tidak melakukan sesuatu</p> <p>3.1.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyarankan</p>	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Menjaga hubungan Interpersonal dengan guru, teman, dan orang lain</li> <li>• <i>Struktur teks</i> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/tidak diharapkan)</li> </ul> </li> <li>• <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> <li>- Ungkapan yang sesuai untuk menyarankan . (<i>I believe ..., I think ..., I suppose ..., In my opinion ...</i>)</li> <li>- Penggunaan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan menirukan beberapa contoh percakapan menyarankan untuk melakukan atau tidak melakukan sesuatu yang diperagakan guru, dengan ucapan dan tekanan kata yang benar.</li> <li>• Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa ungkapan yang sedang dipelajari.</li> <li>• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2 for Language Programme Erlangga</li> </ul>
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	4.1. Menyusun teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyarankan untuk melakukan atau tidak melakukan sesuatu dengan penjelasan, dan meresponsnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>melakukan sesuatu atau tidak melakukan sesuatu dan responsnya, sesuai dng konteks penggunaan</p> <p>4.1.1 melakukan sesuatu atau tidak melakukan sesuatu (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>4.1.2 Mencontohkan penggunaan ungkapan menyarankan melakukan sesuatu atau tidak melakukan sesuatu</p> <p>4.1.3 Membuat percakapan singkat tertulis dengan menggunakan ungkapan menyarankan melakukan sesuatu atau tidak melakukan sesuatu</p> <p>4.1.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespons ungkapan menyarankan melakukan sesuatu atau tidak melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <p>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• <i>Topik</i></li> </ul> <p>Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.</p>	<ul style="list-style-type: none"> <li>• Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li> <li>• Secara lisan dan tulis, melakukan tindakan komunikatif yang sedang dipelajari dalam bahasa Inggris secara kontekstual.</li> <li>• Melakukan refleksi tentang proses dan hasil belajar.</li> </ul>			
02	3.2. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang sudah/terjadi	<p>3.2.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks lisan dan tulis untuk mengungkapkan tindakan kegiatan/kejadian yang telah dilakukan/ terjadi, sesuai dengan konteks penggunaannya</p> <p>3.2.2 Memahami unsur kebahasaan ungkapan-ungkapan</p>	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Menjelaskan, meyakinkan, mengarahkan, menjanjikan, dsb.</li> <li>• <i>Struktur teks</i> - Memulai - Menanggapi (diharapkan/di luar dugaan)</li> <li>• <i>Unsur kebahasaan</i> - Pernyataan dan</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan menirukan interaksi yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang sudah/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akandatang sesuai dengan konteks penggunaannya.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2 for Language Programme</li> </ul>

	<p>dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan past perfect, present perfect, future perfect)</p> <p>4.2. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang sudah/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi</p> <p>3.2.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan pada ungkapan tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi dan responsnya, sesuai dengan konteks penggunaannya:</p> <p>4.2.1 mempraktikkan ungkapan menyarankan melakukan sesuatu atau tindakan memberi dan meminta (fungsi social, struktur teks, dan unsur kebahasaan).</p> <p>4.2.2 Mencontohkan penggunaan ungkapan tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi</p> <p>4.2.3 Membuat percakapan singkat tertulis dengan menggunakan ungkapan tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi</p> <p>4.2.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespons ungkapan tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi, dengan memperhatikan fungsiteks, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>pertanyaan terkait tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang</p> <ul style="list-style-type: none"> <li>- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Topik</i> Perbuatan, kegiatan, dan tindakan di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut.</li> <li>• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut.</li> <li>• Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa tindakan memberi dan meminta informasi terkait tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang, dalam konteks yang berbeda</li> <li>• Secara lisan dan tertulis, melakukan tindakan komunikatif yang telah dipelajari untuk tindakan/kegiatan/kejadian yang sudah/terjadi dilakukan/terjadi dikaitkan dengan satu titik waktu di waktu lampau, saat ini, dan waktu yang akan datang sesuai dengan konteks.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>			Erlangga
03	3.3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi	3.3.1 Mengidentifikasi struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Mengingatn, menasehati, beritacita, menyatakan</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan menirukan interaksi yang melibatkan rencana yang akan datang dengan kondisi tertentu</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> </ul>



	<p>transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>if</i> dalam present tense)</p> <p>4.3. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>tulis yang melibatkan tindakan memberi dan meminta informasi terkait rencana yang akan datang dengan kondisi tertentu, sesuai dengan konteks penggunaannya</p> <p>3.3.2 Memahami unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan rencana yang akan datang</p> <p>3.3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan yang melibatkan tindakan memberi dan meminta informasi terkait dengan rencana yang akan datang, sesuai dengan konteks penggunaannya:</p> <p>4.3.1 Mempraktikkan ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait dengan rencana yang akan datang (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p>4.3.2 Mencontohkan penggunaan ungkapan yang melibatkan tindakan memberi dan meminta informasi terkait dengan rencana yang akan datang</p> <p>4.3.3 Membuat percakapan singkat tertulis menggunakan ungkapan yang melibatkan tindakan memberi &amp; meminta informasi rencana yang akan datang</p>	<p>kebenaran umum, dsb.</p> <ul style="list-style-type: none"> <li>• <i>Struktur teks</i> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> <li>- Pernyataan dan pertanyaan terkait pengandaian: <i>if ...</i>, <i>unless ...</i></li> <li>- <i>Adverbial</i> dengan <i>-ly</i>, adverbial untuk menyatakan waktu, tempat, dsb.</li> <li>- Kosakata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan peserta didik sebagai remaja</li> <li>- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> </li> <li>• <i>Topik</i> Benda, binatang, tumbuh-tumbuhan, kejadian, peristiwa yang penting dan relevan dengan peserta didik SMA</li> </ul>	<p>sesuai dengan konteks penggunaannya.</p> <ul style="list-style-type: none"> <li>• Membaca dengan cermat untuk mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan percakapan tersebut.</li> <li>• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam interaksi tersebut.</li> <li>• Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan antara beberapa rencana yang akan datang dengan kondisi tertentu, dalam konteks yang berbeda</li> <li>• Secara lisan dan tertulis, menyampaikan rencana yang akan datang dengan kondisi tertentu sesuai dengan konteks.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>		<ul style="list-style-type: none"> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2 for Language Programme Erlangga</li> </ul>
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04	<p>3.4. Menginterpretasi fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem, lisan dan tulis, dengan memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya</p> <p>4.4. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk poem terkait kehidupan remaja</p>	<p>3.4.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis menggunakan bentuk poemmengenai memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya</p> <p>3.4.2 Memahami unsur kebahasaanteks interaski transaksional lisan dan tulis dalam bentuk poem mengenai memberi dan meminta informasi terkait kehidupan remaja</p> <p>3.4.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait memberi dan meminta informasi terkait kehidupan remaja, sesuai dengan konteks penggunaannya:</p> <p>4.4.1 Mempraktikkan ungkapan yang melibatkan memberi dan meminta informasi terkait kehidupan remaja (fungsi social, struktur teks, dan unsur kebahasaan).</p> <p>4.4.2 Mencontohkan penggunaan bentuk poemmengenai memberi dan meminta informasi terkait kehidupan remaja</p> <p>4.4.3 Membuat percakapan singkat tertulis dengan menggunakan unsur poemmengenai memberi dan meminta informasi terkait kehidupan remaja</p>	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Untuk menjalin pergaulan dengan lingkungannya</li> <li>• <i>Unsur kebahasaan</i> Tata bahasa: Simple Present Tense, Kalimat imperatif positif dan negatif, kalimat tanya, tata bahasa gaya puisi. Penggunaan <i>nominal singular dan plural</i> secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</li> <li>• <i>Topik</i> Berbagai hal terkait dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan menirukan beberapa model teks khusus dalam bentuk poem.</li> <li>• Membaca dengan cermat teks khusus dalam bentuk poem dengan intonasi, ucapan, dan ejaan yang benar</li> <li>• Bertanya dan mempertanyakan tentang hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari.</li> <li>• Membaca dan mendiskusikan contoh tabel analisis isi teks khusus dalam bentuk poem yang sedang dipelajari.</li> <li>• Mempelajari cara mempresentasikan hasil analisis tersebut.</li> <li>• Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.</li> <li>• Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk poem dari sumber lain.</li> <li>• Mempresentasikan hasil analisis secara lisan di depan kelompok lain.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2 for Language Programme Erlangga</li> </ul>
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05	<p>3.5. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya</p> <p>4.5. Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek</p>	<p>3.5.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks naratif cerita pendek, sesuai dengan konteks penggunaannya</p> <p>3.5.2 Memahami unsur kebahasaan teks interaksi transaksional lisan dan tulis dalam teks naratif cerita pendek</p> <p>3.5.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks naratif cerita pendek, sesuai dengan konteks penggunaannya:</p> <p>4.5.1 Membuat teks naratif berupa cerita pendek dengan memerhatikan fungsi social, struktur teks, dan unsur kebahasaan</p> <p>4.5.2 Mencontohkan beberapa jenis teks naratif berupa cerita pendek</p>	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.</li> <li>• <i>Struktur text</i> (gagasan utama dan informasi rinci) <ul style="list-style-type: none"> <li>- Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.</li> <li>- Penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</li> <li>- Krisis yang terjadi terhadap tokoh utama (komplikasi)</li> <li>- Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih</li> <li>- Ulasan atau komentar umum (reorientasi), opsional.</li> </ul> </li> <li>• <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> <li>- Tata bahasa: <i>tense Simple, Continuous, Perfect</i>, dalam bentuk <i>Present</i> dan <i>Past</i>, dengan atau tanpa kata kerja bantu modal, secara terintegrasi</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam cerita pendek</li> <li>- Penggunaan nominal singular dan plural</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak guru membacakan beberapa teks naratif berbentuk cerita pendek.</li> <li>• Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut.</li> <li>• Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari.</li> <li>• Membahas cara mempresentasikan hasil analisis tersebut.</li> <li>• Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.</li> <li>• Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif berbentuk cerita pendek dari sumber lain.</li> <li>• Mempresentasikan hasil analisis secara lisan di depan kelompok lain.</li> <li>• Menceritakan kembali teks naratif berbentuk cerita pendek yang telah dipelajari dengan menggunakan bahasa sederhana.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2 for Language Programme Erlangga</li> </ul>
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			<p>secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p> <ul style="list-style-type: none"> <li>- Semua jenis adverbial.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan</li> </ul> <ul style="list-style-type: none"> <li>• <i>Topik</i></li> </ul> <p>Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.</p>				
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Mengetahui,  
Kepala Sekolah

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Sukoharjo, 16 Juni 2021

Guru Bidang Studi,

*Ahmad Dadang Pramusinta*  
Ahmad Dadang Pramusinta, S.Pd, M.Pd  
NIP. 197411012006041007

# SILABUS

Satuan Pendidikan : SMA NEGERI 2 SUKOHARJO

Kelas/Semester : XI / GENAP

Tahun Pelajaran : 2021-2022

Kompeten Keahlian : Peminatan

Jumlah Pertemuan : 72 JP

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI-2: Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
01	3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya	3.6.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi sesuai dengan konteks penggunaannya 3.6.2 Memahami unsur kebahasaanteks interaski transaksional lisan dan tulis dalam memberi dan meminta informasi melalui	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Menjaga keharmonisan komunikasi antara penyedia jasa dan pelanggan untuk saling menguntungkan</li> <li>• <i>Struktur teks</i> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> <li>- Ungkapan baku yang lazim digunakan.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan menirukan percakapan untuk menelpon dan menerima telepon dalam (a) membuat perjanjian dan (b) membuat reservasi sesuai dengan konteks penggunaannya.</li> <li>• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut.</li> <li>• Membaca dengan cermat</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2 for Language Programme Erlangga</li> </ul>

4.6	Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>telepon terkait acara, tawaran, janji dan reservasi</p> <p>4.6.1 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi, sesuai dengan konteks penggunaannya.</p> <p>4.6.2 Membuat teks percakapan memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi dengan memerhatikan fungsi social, struktur teks, dan unsur kebahasaan.</p> <p>4.6.3 Mencontohkan beberapa jenis teks memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi sesuai konteks Membuat percakapan singkat tertulis dengan menggunakan ungkapan untuk memulai dan menanggapi memberi dan meminta informasi melalui telepon terkait acara, tawaran, janji dan reservasi</p>	<ul style="list-style-type: none"> <li>- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</li> <li>- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, tulisan tangan</li> <li>• <i>Topik</i> Berbagai kegiatan yang terkait dengan peserta didik sebagai remaja dan pelajar SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul>	<p>beberapa percakapan serupa dari sumber lain.</p> <ul style="list-style-type: none"> <li>• Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa percakapan tersebut.</li> <li>• Secara lisan dan tertulis, melakukan tindakan komunikatif memberi dan meminta informasi terkait menelpon dan menerima telepon dalam <ul style="list-style-type: none"> <li>• (a) membuat perjanjian dan</li> <li>• (b) membuat reservasi sesuai dengan konteks yang berbeda.</li> </ul> </li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>			
3.7	Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta informasi terkait	3.7.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta informasi terkait promosi barang/jasa/kegiatan sesuai	<ul style="list-style-type: none"> <li>• Fungsi <i>sosial</i> Mempromosikan kegiatan, program, tokoh, dsb., agar menarik perhatian khalayak sasaran</li> <li>• Struktur <i>text</i> - Menyebutkan tujuan</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan menirukan beberapa model teks khusus berbentuk brosur, leaflet, banner, dan pamflet.</li> <li>• Membaca dengan cermat teks khusus berbentuk brosur, leaflet, banner, dan pamflet dengan intonasi,</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2</li> </ul>

	<p>promosi barang/jasa/kegiatan sesuai dengan konteks penggunaannya</p> <p>4.7 Brosur, leaflet, banner, dan pamflet</p> <p>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/kegiatan</p> <p>4.7.2 Menyusun teks khusus brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dengan konteks penggunaannya</p> <p>3.7.2 Memahami unsur kebahasaan teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta informasi terkait promosi barang/jasa/kegiatan</p> <p>3.7.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta informasi terkait promosi barang/jasa/kegiatan, sesuai dengan konteks penggunaannya</p> <p>4.7.1 Membandingkan brosur, leaflet, banner dan pamphlet</p> <p>4.7.1.1 Menganalisis berbagai contoh teks khusus terkait fungsi sosial, struktur teks, dan unsur kebahasaan brosur, leaflet, banner, dan pamflet terkait promosi barang/jasa/kegiatan secara kontekstual sesuai konteks</p> <p>4.7.1.2 Membuat beberapa teks khusus dalam bentuk brosur, leaflet, banner, dan pamflet, dengan memberi dan meminta informasi terkait promosi barang/jasa/kegiatan sesuai dengan konteks penggunaannya</p>	<p><i>brosur, leaflet, banner, dan pamflet</i></p> <ul style="list-style-type: none"> <li>- Menyebutkan informasi rinci dan informasi tertentu dari brosur, <i>leaflet, banner, dan pamflet</i></li> <li>• <i>Unsur kebahasaan</i></li> <li>- Ungkapan dan kosa kata yang lazim digunakan brosur, leaflet, banner, dan pamflet</li> <li>- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> <li>• <i>Topik</i> Orang, barang, jasa, dan kegiatan (<i>event</i>) yang relevan dengan kehidupan peserta didik sebagai remaja dan peserta didik SMA, yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul>	<p>ucapan, dan ejaan yang benar.</p> <ul style="list-style-type: none"> <li>• Bertanya dan mempertanyakan hal-hal lain yang belum dipahami terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks khusus yang sedang dipelajari.</li> <li>• Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus berbentuk brosur, leaflet, banner, dan pamflet dari sumber lain.</li> <li>• Membuat proyek teks brosur, leaflet, banner, dan pamflet dan memajangnya di majalah dinding kelas.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>			<p>for Language Programme Erlangga</p>
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	<p>3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan for example, such as)</p> <p>4.8 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian contoh, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3.8.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian exemplum sesuai dengan konteks penggunaannya</p> <p>3.8.2 Memahami interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian exemplum dengan memperhatikan unsur kebahasaan for example, such as</p> <p>3.8.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan terkait teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian exemplum, sesuai dengan konteks penggunaannya</p> <p>4.8.1 Mencontohkan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pemberian exemplum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> <li>• Memberikan penjelasan/memperjelas informasi.</li> <li>• <i>Struktur Teks</i> <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</li> <li>• Topik</li> </ul> <p>Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, di dalam maupun di luar yang dapat menumbuhkan perilaku yang termuat dalam KI.</p>	<ul style="list-style-type: none"> <li>• Menyimak dan menirukan percakapan terkait pemberian contoh sesuai dengan konteks penggunaannya.</li> <li>• Bertanya dan mempertanyakan fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam percakapan tersebut.</li> <li>• Membaca dengan cermat beberapa percakapan serupa dari sumber lain.</li> <li>• Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa percakapan tersebut.</li> <li>• Secara lisan dan tertulis, melakukan tindakan komunikatif terkait pemberian contoh sesuai dengan konteks yang berbeda.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2 for Language Programme Erlangga</li> </ul>
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		<p>benar dan sesuai konteks</p> <p>4.8.2 Membuat teks interaksi transaksional yang melibatkan tindakan memberi dan meminta informasi terkait pemberian exemplum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai.</p>					
<p>3.9 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya</p> <p>4.9 <i>Teks hortatory exposition</i></p> <p>4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>hortatory exposition</i> lisan dan tulis, terkait isu aktual</p> <p>4.9.2 Menyusun teks <i>hortatory exposition</i> lisan dan tulis, terkait isu aktual,</p>	<p>3.9.1 Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan beberapa teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran sesuai dengan konteks penggunaannya</p> <p>3.9.2 Memahami teks <i>hortatory exposition</i> baik secara lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran dengan memperhatikan unsur kebahasaan for example, such as</p> <p>3.9.3 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks <i>hortatory exposition</i> lisan</p>	<ul style="list-style-type: none"> <li>• Fungsi Sosial <ul style="list-style-type: none"> <li>Mengajak, membujuk orang lain/pembaca atau pendengar untuk menyetujui melakukan tindakan yang direkomendasikan dalam teks</li> </ul> </li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan (<i>Thesis statement</i>)</li> <li>- Menyebutkan pandangan/pendapat mengenai permasalahan tersebut beserta ilustrasi sebagai pendukung (<i>Arguments</i>)</li> <li>- Diakhiri dengan jalan keluar/ solusi yang ditawarkan untuk mengatasi permasalahan tersebut</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak guru membacakan beberapa teks eksposisi hortatori.</li> <li>• Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut.</li> <li>• Membaca dan mendiskusikan contoh tabel analisis isi teks yang sedang dipelajari.</li> <li>• Membahas cara mempresentasikan hasil analisis tersebut.</li> <li>• Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.</li> <li>• Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi hortatori dari sumber lain.</li> <li>• Mempresentasikan hasil analisis secara lisan di</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa Inggris Kreatif</li> <li>• Pathway 2 for Language Programme Erlangga</li> </ul>	

	dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran, sesuai dengan konteks penggunaannya:</p> <p>4.9.1 Mencontohkan teks hortatory exposition</p> <p>4.9.1.1. Mempresentasikan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks <i>hortatory exposition</i> lisan dan tulis dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saran</p> <p>4.9.2.1. Membuat teks <i>hortatory exposition</i> dengan memberi dan meminta informasi terkait pandangan/pendapat mengenai topik yang hangat dibicarakan umum, argumentasi pendukung, serta saranyang sesuai dengan fungsi social, struktur teks dan unsur kebahasaan.</p>	<ul style="list-style-type: none"> <li>• Unsur Kebahasaan: <ul style="list-style-type: none"> <li>- Kalimat Simple Present</li> <li>- Conditional Clauses</li> <li>- Modals</li> <li>- Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</li> </ul> </li> <li>• Topik</li> </ul> <p>Berbagai hal terkait dengan interaksi antara guru dan peserta didik selama proses pembelajaran, di dalam maupun di luar</p>	<p>depan kelompok lain.</p> <ul style="list-style-type: none"> <li>• Menulis teks eksposisi hortatori secara kontekstual.</li> <li>• Menyampaikan isi teks eksposisi hortatori yang telah dibuatnya secara lisan sesuai dengan konteksnya. Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>			
3.10	Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA	3.10.1 Mengidentifikasi fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA	<ul style="list-style-type: none"> <li>• Fungsi <i>social</i></li> <li>• Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca, menyimak, dan menirukan lirik lagu secara lisan.</li> <li>• Mempertanyakan informasi dalam teks yang dibaca.</li> <li>• Bertanya dan</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Portofolio</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>• Pustaka Edu klas XI</li> <li>• Rumah Belajar.go.id</li> <li>• Modul Bahasa</li> </ul>
4.10	Menangkap makna	3.10.2 Memahami fungsi social	<ul style="list-style-type: none"> <li>• Unsur <i>kebahasaan</i></li> <li>- Kata, ungkapan, dan</li> </ul>				

	<p>secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA</p>	<p>3.10.3 Menganalisis fungsi social dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA</p> <p>4.10.1 Mencontohkan beberapa lirik lagu mengenai kehidupan remaja dan mengkaitkannya dengan fungsi social dan unsur kebahasaan</p> <p>4.10.2 Mempresentasikan pesan moral yang terdapat pada lirik lagu terkait kehidupan remaja SMA/MA</p>	<p>tata bahasa dalam karya seni berbentuk lagu.</p> <p>- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb secara tepat dalam frasa nominal</p>	<p>mempertanyakan tentang fungsi sosial dan unsur kebahasaan dari lirik lagu, yang sedang dipelajari secara kontekstual.</p> <ul style="list-style-type: none"> <li>• Membacakan dan menyalin lirik lagu yang telah dipelajari dengan memperhatikan fungsi sosial dan unsur kebahasaan.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>			<p>Inggris Kreatif Pathway 2 for Language Programme Erlangga</p>
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