

**THE EFFECTIVENESS OF QUESTION ANSWER RELATIONSHIP  
(QAR) STRATEGY ON STUDENTS' READING COMPREHENSION  
IN JUNIOR HIGH SCHOOL**

**THESIS**

**Presented to  
State Islamic Institute of Kediri  
in Partial Fulfillment of the Requirements  
For the Degree of Sarjana in English Language Education**



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I hereby declare that the thesis and the work presented in it are my own, and I have generated them as the result of my original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted to support an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis fulfils the Sarjana (S1) degree requirement in the Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute of Kediri (IAIN).

Kediri, May 15 th, 2024

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STRATEGY ON STUDENTS' READING COMPREHENSION  
IN JUNIOR HIGH SCHOOL

A THESIS

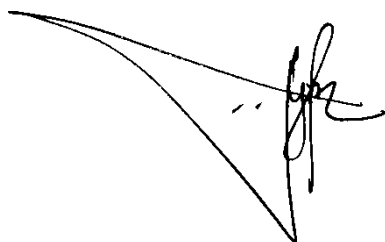
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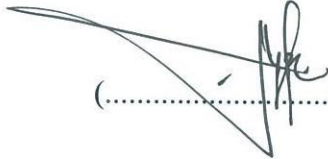
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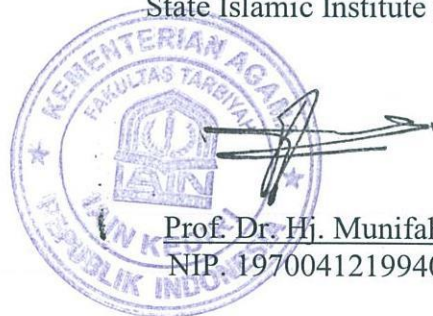
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### MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

It means:

1. Recite in the name of your Lord who created.
2. Created man from a clinging substance.
3. Recite, and your Lord is the most Generous.
4. Who taught by the pen.
5. Taught man that which he knew not. (Qs. Al-Alaq: 1-5)

## **DEDICATION**

With all praise and gratitude to Allah SWT and with the support and prayers from my loved ones, this thesis has finally been completed well and on time. Therefore, with a sense of pride and happiness, I express my gratitude and thanks, and I dedicate this thesis to:

1. Allah SWT, because only by His permission and grace was this thesis able to be created and completed on time.
2. My beloved parents, the Alm. Wachidin and Lismawanti, thank you for all the prayers, support, and endless love they have given. With full confidence, they have provided incredible encouragement and motivation throughout the process of writing this thesis.
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9. All individuals who contributed to the completion of this thesis, even if not mentioned individually.

10. I acknowledge the imperfections in this research and apologize for any mistakes. It is my hope that this work imparts meaningful knowledge to the readers. Constructive suggestions and criticisms are welcomed to enhance the quality of this research.

Kediri, 15 May 2024

The Researcher

A handwritten signature in black ink, consisting of a stylized, cursive script that is difficult to decipher but appears to be the name of the researcher.

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## ABSTRACT

Tatik, Nabilla Dwi Dika Damas. 2024. *The Effectiveness of Question Answer Relationship (QAR) Strategy on Students' Reading Comprehension in Junior High School*. English Department, Faculty of Tarbiyah, State Islamic Institute of Kediri (IAIN Kediri). Advisors Dr. Ary Setya Budhi Ningrum, M.Pd and Iwan Kurniarahman, M.Pd.

**Keywords:** QAR Strategy, SSR Strategy, Reading Comprehension.

Many students still have poor reading comprehension when understanding English texts due to limited vocabulary, lack of motivation, insufficient prior knowledge, and traditional learning strategies. To address these issues, the researcher found the Question Answer Relationship (QAR) strategy helped students identify question types and find answers by connecting the question, text content, and their knowledge. This study aims to investigate the effectiveness of Question Answer Relationship (QAR) Strategy on Students' Reading Comprehension in Junior High School among the eight class students of MTsN 3 Kediri.

This study used a quasi-experimental design with 76 students, focusing on reading comprehension recount text. The experimental group (class VIII-G, 38 students) received the QAR strategy treatment, while the control group (class VIII-D, 38 students) received the SSR strategy treatment. Data was collected through pre-tests and post-tests. The data were analyzed using an Analysis of Covariance (ANCOVA) to compare the effectiveness of the two strategies.

This study found a difference between the experimental and control groups in terms of reading comprehension. The pre-test Mean score was 55.79 for the experimental group and 56.58 for the control group. Meanwhile, the experimental group's post-test Mean scored 75.79, while the control group scored 71.71. The result of the ANCOVA significant value  $0.000 > 0.05$  suggests that the QAR strategy was more effective in improving reading comprehension. It concluded that the students taught by the QAR Strategy performed better than the students taught by the SSR Strategy in terms of reading comprehension.

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