The Effect of Question Answer Relationship Strategy on Students' Reading Comprehension

THESIS

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By

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

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MOTTO

I’m here because of God and my parents.
But, I life for God, my mother and my stepfather.

DEDICATION

All praises is due to Allah SWT for his mercies and blessings that has been given to me to finish this thesis.

I devote this thesis for my beloved mother, Mrs. Enik Juliati and my beloved stepfather Mr. Rully Martomowho always pray for me and give me spirit, support, attention and motivation.

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10. All of people that help the researcher to complete this thesis, thank you so much for your attention, support, help, and guidance in finishing this thesis.

Finally, the researcher hopes this thesis will be useful for all readers. The researcher realizes that this thesis is not perfectly enough yet, it is caused on limitation of capability and knowledge that the writer has owned. Therefore, the researccher is excited to receive constructive criticism and suggestion to make this thesis better. Comments, suggestions, and questions are always welcome.

Kediri, April 29th 2020

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ABSTRACT

Darma, Risma Wira. 2020. The Effect of Question Answer Relationship Strategy on Students' Reading Comprehension. English Department, Faculty ofTarbiyah, State Islamic Institute of Kediri (IAIN Kediri). Advisors : (I) Dr. ArySetyaBudhiNingrum,M.Pd. (II) ImaFitriyah, M.Pd.

Key words: QAR strategy, RA strategy, reading comprehension

Many students at MTsN 9 Kediri get difficulties in comprehending the text, especially students in eighth grade, because they has bad reading habit and the teacher still uses conventional teaching strategy to teach reading comprehension. Teaching reading comprehension can be taught by using Question Answer Relationship (QAR) strategywhich is considered appropriate to increase the students reading comprehension. Therefore, the researcher is interested to know the significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension.

This research used quasi experimental research design. This research conducted at MTsN 9 Kediri. Second grade class or 8^{th} grade was chosen as the research sample by researcher based on consideration given by the school. The sample of 8B as control group consist of 38 students and the sample of 8C as experimental group consist of 36 students. The research instrument used to gather the data were pre-test and post-test in multiple choice. The researcher use ANCOVA in SPSS to test the hypothesis.

Hypothesis alternative was accepted because the group significant value was 0.000 <0.05. It can be concluded that there is significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension.. In addition, the researcher found that using QAR strategy can thrift the time and students were motivated to read comprehension.

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