

**THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY  
ON STUDENTS' READING COMPREHENSION**

**THESIS**

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In Partial Fulfillment of Requirements

For the Degree of *Sarjana* in English Department



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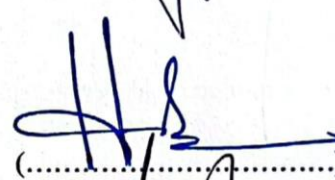
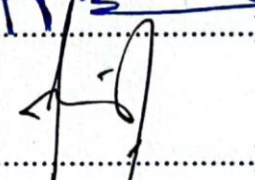
  
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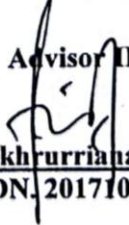
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**MOTTO**

"The more that you read, the more things you will know."

-Dr. Seuss-



## **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 parents, Mr. Syuaib and Mrs. Siti Aisyah who always pray for me and give me spirit, support, attention, and motivation.

My sincerity advisor, Mr. Dr. Fathor Rasyid, M.Pd and Mrs. Ria Fakhurriana, M.Pd. who always help and guide me during completing this thesis.

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This thesis written to fulfill of the requirements for the degree of *Sarjana Pendidikan* (S.Pd.) English Education Program. The title of the thesis is “The Use of Question-Answer Relationship (QAR) Strategy on Students’ Reading Comprehension”. This graduating paper would not have been completed without support, guidance and guidance from individual and institution. Therefore, I would like to express special thanks to:

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10. Last but not least, I wanna thank me, I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off, I wanna thank me for never quite.

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 researcher is excited to receive constructive criticism and suggestion to make this thesis better. Comments, suggestions, and questions are always welcome.

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## ABSTRACT

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**Key Words:** QAR strategy, reading comprehension

Many students at SMAN 1 Sukodadi get difficulties in comprehending the text, especially students in tenth grade, because they has bad reading habit and the teacher still uses conventional strategy. Teaching reading comprehension can be taught using Question-Answer Relationship (QAR) strategy to increase students reading comprehension. Therefore, this research was aimed to know the improvement of QAR strategy on students reading comprehension.

This research was quasi-experimental research which involved two groups. The sample of this research was two classes of the tenth grade students of SMAN 1 Sukodadi. There was X MIPA 4 as an experimental group that using QAR strategy and X MIPA 5 as a control group that using lecturing strategy. The data were in the form of quantitative data and were taken from pre-test before having treatment for each class and post-test after having treatment for each class. The data were analyzed by using ANCOVA in SPSS 22 version for windows to test the hypothesis.

The result of this research showed that the mean scores of the experimental group improved before being treated was 54.37 then the mean scores after being given treatment were 83.06. In addition, the significant value was 0.000 ( $p < 0.05$ ). It means the null hypothesis is rejected and the alternative hypothesis is accepted. There is significant effect in reading comprehension of the tenth grade students at SMAN 1 Sukodadi after taught by using QAR strategy. It can be concluded that teaching reading comprehension using QAR strategy is effective on students' reading comprehension.

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