

**THE EFFECTIVENESS OF QAR STRATEGY IN TEACHING
READING COMPREHENSION SKILL**

THESIS

Presented to

State Islamic institute (IAIN) of Kediri

In Partial Fulfilment of the Requirements

For the Degree of *Sarjana* in English Language Education



By:

Aliyatus Sholikhah At Tamami

9322.118.18

DEPARTMENT OF ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE (IAIN) OF KEDIRI

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as result of my own original research. It does not incorporate any materials previously written or publish by another person except those indicated in quotations and references. No portion on this work has been submitted in support of 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 of there is any subjection or claim from others.

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

Kediri, June 7, 2022

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MOTTO

وعسى ان تكرهوا شيئا وهو خير لكم^{٢١٦} وعسى ان تحبوا شيئا وهو شر لكم^{٢١٦}

والله يعلم وانتم لا تعلمون - ٢١٦

“...But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allāh knows, while you know not”

(QS. Al-Baqoroh 216)

DEDICATION

This Thesis is dedicated to:

1. All praises is due to Allah SWT for his mercies and blessings that has been given to me to finish this thesis.
2. My beloved parents Ali Tamam and Zuliyannah who always pray for me and give me spirit, support, attention and motivation.
3. My sincerity advisors, Dr. Sri Wahyuni, M.Pd. and Dr. Ary setya Budhi Ningrum, M.Pd. who always help and guide me during completing this thesis.
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6. Everyone who gives a wound, thank you for everything, because of all of your insults. It makes me even more excited.

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First and foremost, Praise to Allah SWT, God the Almighty. I would like to express my greatest gratitude to Allah SWT for His blessing upon me in the form of guidance in completing this final project so that it could be accomplished.

The writer believes that this project won't finish without any help and support from several people that gave the help and support directly and indirectly. Thus, the writer would like to appreciate and thanks to:

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9. All the people who have taken a part in finishing this thesis which couldn'tbe mentioned by the researcher one by one.

The researcher realized that this research was not perfect. There were many mistakes in this research. Thus, the researcher apologized for the mistakes and the researcher hope that this research could give meaningful knowledge for the readers. Several suggestions and criticism are needed to make this research better.

Kediri, June 7, 2022

The Researcher

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ABSTRACT

Attamami, Aliya Sholikhah. 2022. *The Effectiveness of QAR in Teaching Reading Comprehension Skill*. English Department, Faculty of Tarbiyah, State Islamic Institute of Kediri (IAIN Kediri). Advisors: (I) Dr. Sri Wahyuni. M.Pd. (II) Dr. ArySetyaBudhiNingrum, M.Pd.

Key words: QAR strategy, Descriptive text, Reading, Teaching Reading comprehension

Many students at SMPN 1 Gresik have difficulty understanding texts, especially grade VII students, because they have poor reading habits and teachers still use conventional teaching strategies to teach reading comprehension. One strategy that can be used in teaching reading comprehension is QAR (Question Answer Relationship). Therefore, the objectives of the study is to investigate the effectiveness of using QAR Strategy in Teaching reading comprehension Skill.

The research on students' reading was a quasi-experimental study. It involved 54 students of seventh grade students of SMPN 1 Gresik in the second semester of the academic year of 2021/2022. The students were divided into two groups: VII-3 class as the experimental group and VII-4 class as the control group. In the research, the students of VII-3 class were taught by using QAR Strategy whereas the students of VII-4 class were taught using KWL (Know Want To Learn) Strategy.

The researcher used the reading comprehension test (pre-test and post-test) to collect the data. The data were analyzed by using ANCOVA in SPSS 21 version for windows. The result showed, that mean score of pre-test score of experimental group was 57.41 and the control was 53.93. In the post-test, the mean score of experimental group was 70.15 and the mean that score of control group was 65.19. The result of ANCOVA showed that the significance is 0.362. it higher than 0.05 ($0.362 > 0.05$). which can be concluded that the alternative hypothesis is rejected and the null hypothesis is accepted. It means there is no significant differences between students who are taught by using QAR Strategy and students who are taught by using KWL strategy and we can conclude that QAR Strategy is not effective in teaching reading comprehension .

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