ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY AT THE FIRST GRADE OF MTSN 2 LAMPUNG SELATAN

by

Citra MustikaZulya

The aims of this research are to find out whether there is a significant difference of students' reading comprehension before and after the implementation of QAR strategy at the first grade of MTsN 2 Lampung Selatan, and also to investigate which aspect of reading comprehension improves the most after the implementation of QAR strategy. This research was a quantitative research which used a one group pre-test post-test design.

This research was conducted on 27 February to 4 April 2017 in which the population was the first grade students of MTsN 2 Lampung Selatan in academic year 2016/2017. Class VII A which consisted of 22 students was used as the sample of the research determined through probability sampling technique and a reading test was used as the instrument to collect data. The data were analyzed by using t-test value (*Repeated Measure T-Test*) in which the criteria of accepted hypothesis were p<0.05, and t_{value}>t_{table} (in this research, t_{table}=3.819; df=21).

The result of the research shows that there is a significant difference of students' reading comprehension after the implementation of QAR strategy. It can be seen from the students' mean scores of the pre-test and post-test which improve from 54.36 to 67.81 in which the gain is 13.45 points. The statistical analysis also reveals that t_{value} is higher than $t_{table}(8457>3.819)$ with the significant level of 0.000. Then, the researcher also finds that understanding vocabulary in reading comprehensionis the aspect that improves the most. However, confirming reference in reading comprehension decreases after the implementation of QAR strategy. It can be concluded that QAR strategy can be applied to improve students' reading comprehension ability, however, not all aspects of reading comprehension can be improved using this QAR strategy.