ABSTRACT

QUESTION ANSWER RELATIONSHIP (QAR) IN TEACHING READING COMPREHENSION AT SMPN5 BANDAR LAMPUNG

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The aims of this research were to find out how the implementation of the procedure of teaching reading through question answer relationship, whetheror not there is any significant difference in students' reading achievement after being taught through QAR. Furthermore, it is also aimed at finding outthe problems the students face when they are taught by using QAR.This research was conducted at the eighth grade of SMPN5 Bandar Lampung. The data were collected by using a multiple choice test and questionnaires. The population of this research was the eighth grade students of SMPN5 Bandar Lampung. There were eight classes of the eighth grade in SMPN 5 Bandar Lampung and each class consists of 34 students. The sample of the research was class A which was chosen randomly by using lottery. The data were collected through reading test and questionnaires. Analyzed by t-test, the result of the first research question showed that the researcher taught students by using QAR strategy which adapted from Raphael, the second research question showed that there was a significant difference of the students' reading achievement after being taught throughQAR. The result could be seen from the significant value where the t-value is 4.636 ($p < 0.005$) The improvement of the students' reading achievement could be seen from the students' pre-test 82.50, which increased up to 92.65 in the post-test. This finding also showed that even though there is significant difference but the students still got difficult in reading. The result of the research also showed that not all of students found the problem when they were taught by using QAR. It might happen because some of them were confused to differentiate the types of QAR.

Key word: reading, students' reading achievement, types of QAR.