

**IMPROVING READING COMPREHENSION SKILLS THROUGH
QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY
AT THE ELEVENTH-GRADE STUDENT OF SMAN 1 SLAHUNG
IN ACADEMIC YEAR 2021/2022**

THESIS

Presented in partial fulfillment of the requirement
For Bachelor degree in English Education Department



by:

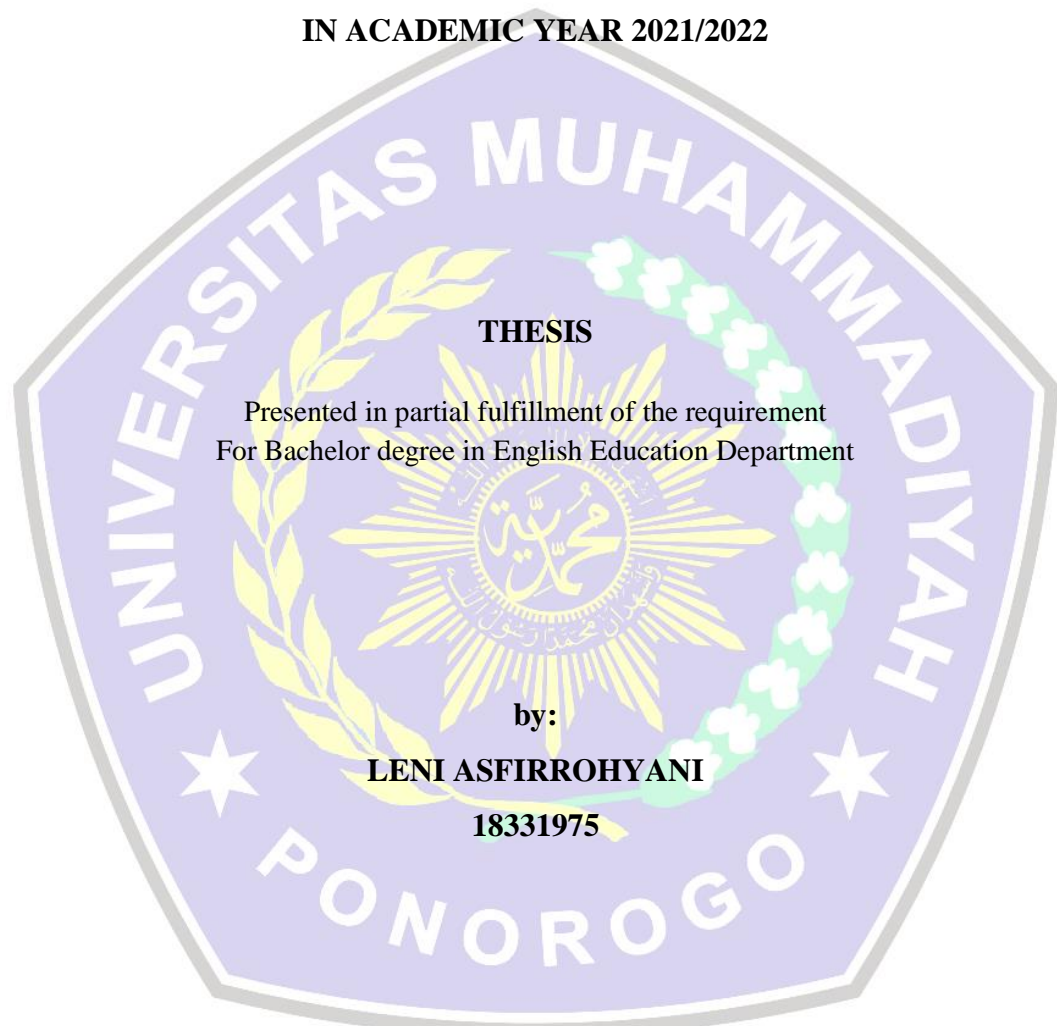
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**ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS MUHAMMADIYAH PONOROGO**

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ABSTRACT

Leni Asfirrohyani. 2022. Improving Reading Comprehension Skills Through Question-Answer Relationship (QAR) Strategy at the Eleventh-Grade Student of SMAN 1 Slahung in Academic Year 2021/2022. Thesis. English Department. Universitas Muhammadiyah Ponorogo. Advisors : (1) Niken Reti Indriastuti, M.Pd., (2) Dr. Ana Maghfiroh, M.Pd.B.I

Reading comprehension is one of the language skills that need to be developed in students. Several problems that often occur in teaching reading may come from the student, the text, or the reading strategy itself. The aim of this study is (1) to explain how the Question-Answer Relationship strategy was implemented to improve the reading comprehension skills of eleventh-grade students at the SMAN 1 Slahung in Academic Year 2021/2022. (2) to identify what aspects of learning to reading comprehension that can be improved.

This research uses the methodology of classroom action research. The subjects of this study were students of class XI IPS 1 SMAN 1 Slahung which consisted of 27 students. The researcher used 3 techniques of collecting data, namely those obtained from reading comprehension tests, observations, and giving questionnaires. In analyzing the data, the researcher uses 3 techniques, namely data classification, data presentation, and data interpretation.

The result of this research showed that were improved aspects of reading comprehension learning. From the cognitive aspect, as seen from all of the students in cycle II got scores above the Minimum Criteria for Completeness, with an average value of 78. While the psychomotor aspect, seen from the result proved observation was an improvement of 55% in cycle I and 80% in cycle II. And the affective aspect, seen from the result of the questionnaire, improved from 77% in cycle I to 87% in cycle II. This research concluded that the Question-Answer Relationship (QAR) strategy can improve students' reading comprehension. This could be seen in the improvement of observations, reading comprehension tests, and questionnaires from cycle I to cycle II.

Keywords : Reading Comprehension, Question Answer Relationship (QAR)

THESIS STATEMENT

I am, as a student and researcher, with the following identity:

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Student number : 18331975
Department : English Education Department

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Ponorogo, 18th July 2022



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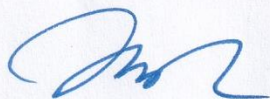
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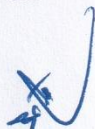
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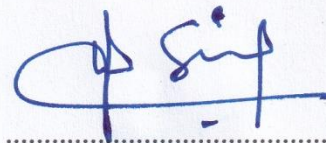
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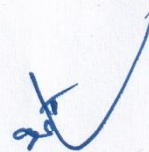
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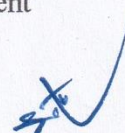
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May Allah bless them all. The author still feels that this thesis is far from perfect, so suggestions and criticisms will be valuable for the improvement of this paper and the writer's future research.

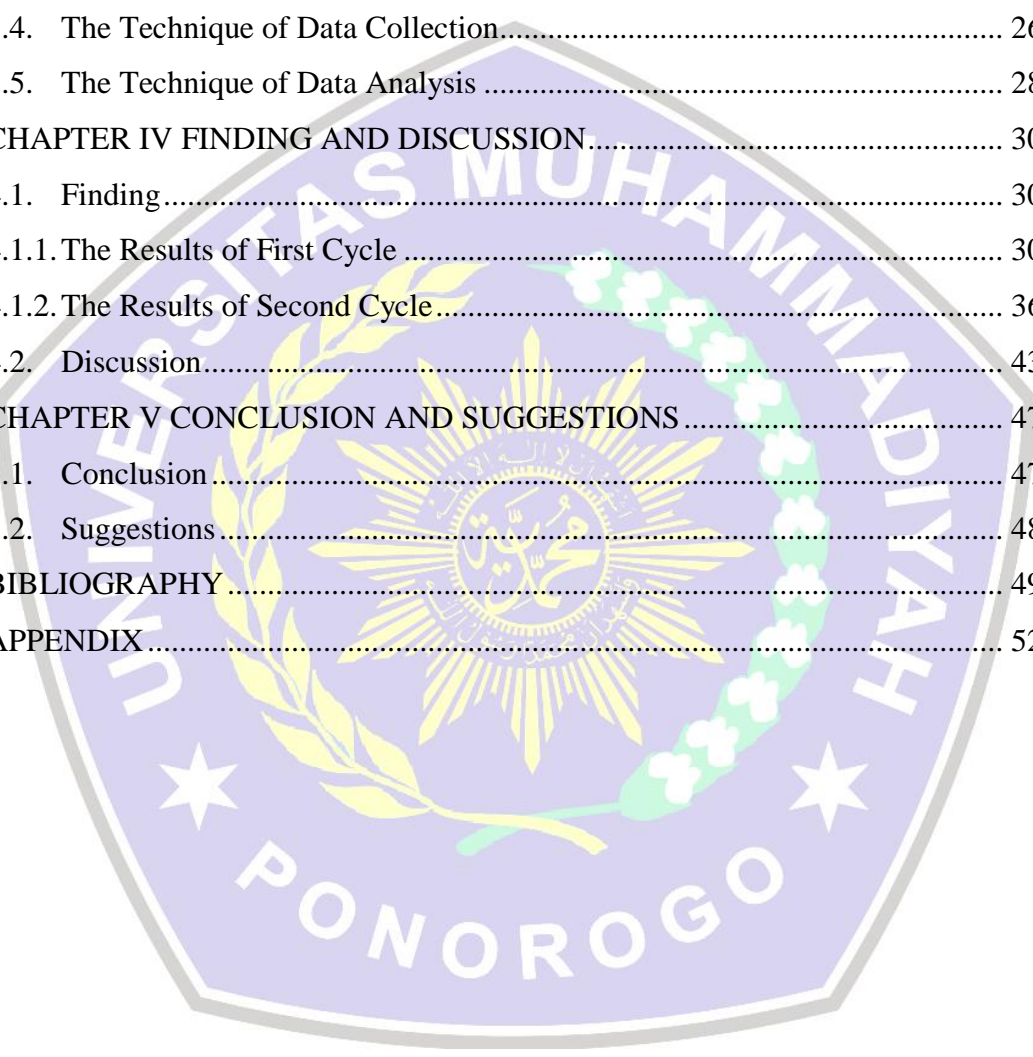
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Leni Asfirrohyani

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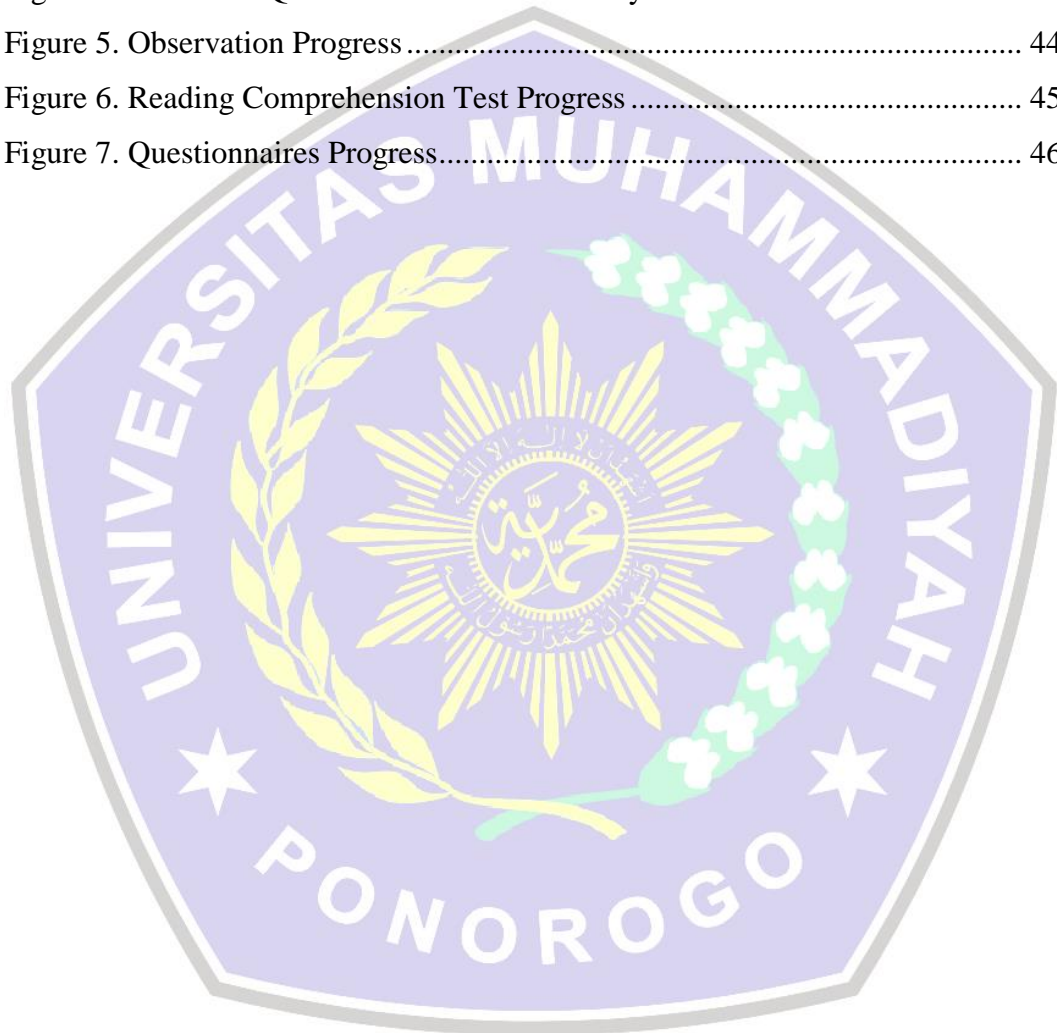
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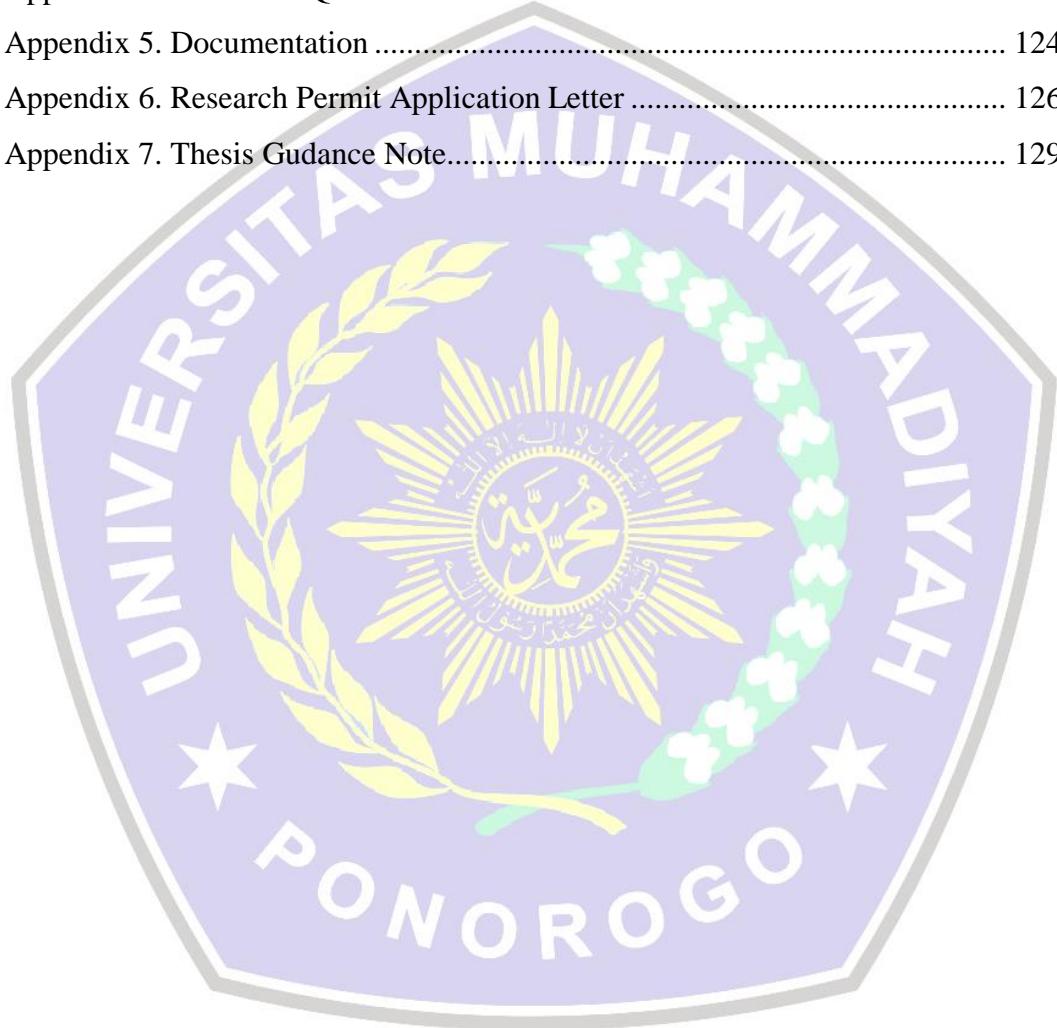
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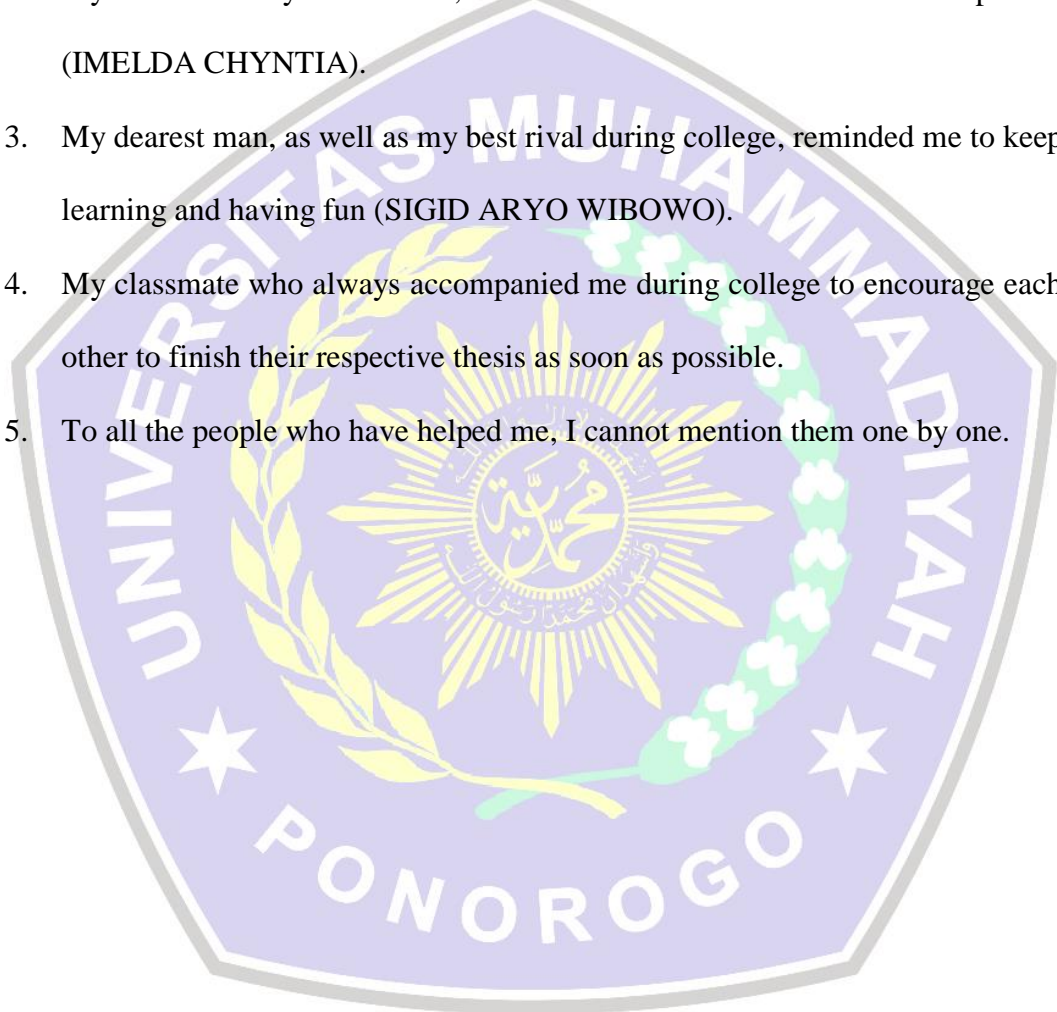
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DEDICATION

This thesis dedicated to:

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MOTTO

It's an impossibility to be perfect but it's possible to do the best.

