

SKRIPSI



**THE READING COMPREHENSION OF THE TENTH GRADERS
OF SMA PGRI 1 PATI IN ACADEMIC YEAR 2017/2018
TAUGHT BY USING
QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY**

By:

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2018



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**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements of Completing
The Sarjana Program in English Education**

By:

Dwi Astriyanti

201332007

**ENGLISH EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
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MOTTO AND DEDICATION

MOTTO

- ❖ Don't lose the faith, keep praying, and keep trying.
- ❖ It is not how much money we have, but how much we can benefit to other people.
- ❖ Keberhasilan bukanlah milik orang yang pintar, keberhasilan adalah kepunyaan mereka yang senantiasa berusaha. (B.J. HABIBIE)



DEDICATION

This skripsi dedication to:

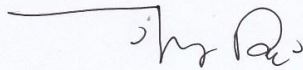
- ❖ Her beloved parents (Mr. Urip Widodo and Mrs. Siti Anisah) who always give me motivation love and pray.
- ❖ Her big family who always gives motivation and suggestion
- ❖ Her best friends who always give their care, support and positive criticism
- ❖ Her advisors who always be patient to guide her

ADVISORS' APPROVAL

This is to certify that the *skripsi* of Dwi Astriyanti (201332007) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

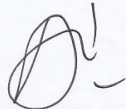
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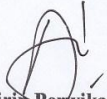
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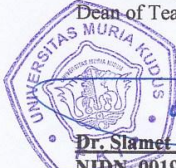

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The writer always waits for criticism, comment and suggestion from the readers that will appreciated. The writer hopes this skripsi will be useful for

readers, especially who are in the field of education. For the last, thanks for everyone who involved finishing the skripsi and making it better.

Kudus, 20 Januari 2018

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ABSTRACT

Astriyanti, Dwi.2017. *The Reading Comprehension of Tenth Graders of SMAPGRI 1 PATI in Academic Year 2017/2018 Taught By Using Question-Answer Relationship (QAR) Strategy*. Skripsi English Education Departement, Teacher Training and Education Faculty, Muria Kudus University, Adisor: (1) Drs. Suprihadi, M.Pd, (2) Aisyah Ririn Perwikasih, S.S, M.Pd

English is the first foreign language taught in Indonesia. It is taught from elementary school up to university. In teaching and learning process students must demonstrate proficient skills: listening, speaking, reading and writing. Reading is one of language skills that should be mastered by students. By reading we can take the information from the text and know the content of the text, but many students are lazy to read, especially to read English text. The problem found are they do not understand what they read and they also do not comprehend the content.

Meanwhile, the Students score of the tenth graders of SMA PGRI 1 PATI in academic year 2017/2018 is under KKM. Question-Answer Relationship (QAR) is comprehension strategies that build students prior knowledge before they read a text. It helps the student's answer the question. Therefore, the writer uses Question-Answer Relationship (QAR) in teaching reading English text. The objective of this research is to find out whether there is any significant difference between the reading comprehensions of narrative text of the tenth graders of SMA PGRI 1 PATI in academic year 2017/2018 before and after taught by using Question-Answer Relationship strategy.

In this research, the writer use experimental research as a design of the research. The population of this study was the students of SMA PGRI 1 PATI. In this study, the object of the study was tenth graders of SMA PGRI 1 PATI in academic year 2017/2018. The sample of this research is X-2 that consist 30 students. The research instrument that is used multiple choice test consists of 20 items by giving pre-test and post-test.

The result of this research shows the mean of pre-test (61.6) and the standard deviation was (11.28) and the mean of post-test was 75.7 and standard deviation was (9.862). It showed that students reading comprehension improved after being taught by using the treatment. The t (obtained) or t_o 11.64 in the level of significance (α) = 0.05 and degree of freedom (df) = $N-1$ = 29, the t (critical) is ± 2.045 . The writer decided to reject H_o and accept H_a because t_o falls in the critical region. It means that there is significant difference between the reading comprehension of the tenth graders of SMA PGRI 1 PATI in academic year 2017/2018 before and after being taught by using Question-Answer Relationship (QAR) strategy.

Based on the research above, the writer concludes that Question-Answer Relationship is effective in teaching reading comprehension of the tenth graders of SMA PGRI 1 PATI in academic year 2017/2018. For the English teacher and future research, Question-Answer Relationship (QAR) can be applied as an alternative teaching strategy to teach reading comprehension.

Key words: Reading Comprehension, Question-Answer Relationship

ABSTRAK

Astriyanti, Dwi. *Kemampuan Membaca Teks Narrative Siswa Kelas Sepuluh SMA PGRI 1 PATI Pada Tahun Ajaran 2017/2018. Diajarkan Menggunakan Strategy Pertanyaan-Jawaban Hubungan (QAR)*. Skripsi Departement Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, University Muria Kudus. Dosen Pembimbing (1) Drs. Suprihadi, M.Pd, (2) Aisyah Ririn Perwikasih, S.S, M.Pd

Bahasa Inggris adalah Bahasa asing pertama yang diajarkan di Indonesia. Hal ini diajarkan dari sekolah dasar hingga universitas. Dalam proses belajar mengajar siswa harus menunjukkan keterampilan: mendengarkan, berbicara, membaca, dan menulis. Membaca adalah salah satu yang harus dikuasai oleh siswa. Dengan membaca, kita dapat mengambil informasi dari teks, tetapi banyak siswa malas untuk membaca. Masalah yang mereka temukan adalah mereka tidak mengerti dengan apa yang mereka baca dan tidak paham isinya.

Sementara itu, nilai siswa kelas sepuluh SMA PGRI 1 PATI pada tahun ajaran 2017/2018 berada di bawah KKM. Hubungan pertanyaan-jawaban adalah strategi pemahaman yang membangun pengetahuan siswa sebelum membaca teks. Ini membantu siswa menjawab pertanyaan. Oleh karena itu, penulis menggunakan hubungan pertanyaan-jawaban dalam pengajaran membaca teks bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pemahaman bacaan teks narrative kelas sepuluh SMA PGRI 1 PATI pada tahun ajaran 2017/2018 sebelum dan sesudah mengajarkan strategi hubungan pertanyaan-jawaban.

Dalam penelitian ini, penulis menggunakan penelitian eksperimental sebagai perancangan penelitian. Populasi dalam penelitian ini adalah siswa SMA PGRI 1 PATI. Dalam studinya objek penelitian adalah siswa kelas sepuluh SMA PGRI 1 PATI tahun ajaran 2017/2018. Sample penelitian ini adalah kelas x-2 yang terdiri dari 30 siswa. Instrument penelitian menggunakan pilihan ganda terdiri dari 20 soal dengan memberikan pre-test dan post-test.

Hasil penelitian menunjukkan bahwa mean dari pre test (61,6) dan standard deviation adalah (11,28) dan the mean dari post-test (75,7) dan standard deviation adalah (9,86). Itu menunjukkan bahwa kemampuan membaca meningkat setelah diajarkan menggunakan cara t (obtained) atau t_o adalah 11,64 dalam tingkatan signifikan (α) = 0.05 dan degree of freedom (df) = $N-1=29$, t (critical) adalah ± 2.045 . Penulis memutuskan menolak H_o dan menerima H_a karena t_o jatuh pada wilayah kritis. Itu berarti bahwa ada perbedaan yang signifikan dari kemampuan membaca siswa kelas sepuluh SMA PGRI 1 PATI pada tahun ajaran 2017/2018 sebelum dan sesudah diajarkan dengan menggunakan Hubungan pertanyaan-jawaban (QAR).

Berdasarkan hasil penelitian ini, penulis menyimpulkan bahwa Hubungan pertanyaan-jawaban (QAR) strategy efektif dalam pengajaran kemampuan membaca kelas sepuluh SMA PGRI 1 PATI pada tahun ajaran 2017/2018. Bagi guru bahasa Inggris dan penelitian dimasa depan, Hubungan pertanyaan-jawaban (QAR) dapat diterapkan sebagai alternative pengajaran untuk mengajar kemampuan membaca.

Keyword: Pemahaman Membaca, Pertanyaan-Jawaban Hubungan (QAR)

TABLE OF CONTENTS

COVER	i
LOGO.....	ii
TITLE	iii
MOTO AND DEDICATION	iv
ADVISOR'S APPROVAL	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF TABLE	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICS	xv
CHAPTER I INTRODUCTION	
1.1 Background of the Research	1
1.2 Statement of the Research	3
1.3 Objective of the Research	3
1.4 Significance of the Research	3
1.5 Scope of the Research	4
1.6 Operational Definition	4
CHAPTER II REVIEW TO RELATED LITERATURE AND HYPOTHESIS	
2.1 Teaching English in SMA PGRI 1 Pati	5
2.2 Reading Comprehension	6
2.3 Narrative Text	6
2.4 Question- Answer Relationship (QAR) Strategy	8
2.5 The use of Question-Answer Relationship (QAR) Strategy	9
2.6 Advantages of Listen Read Discuss (LRD) Strategy	11
2.7 Review of Previous Research	12
2.8 Theoretical Framework	13
2.9 Hypothesis	13

CHAPTER III METHOD OF THE RESEARCH

3.1 Design of the Research	14
3.2 Population and Sample	15
3.3 Instrument of the Research	15
3.4 Data Collecting Technique.....	16
3.5 Data Analysis	17

CHAPTER IV FINDING OF THE RESEARCH

4.1 The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in academic year 2017/2018 before Being Taught by Using QAR Strategy.	20
4.2 The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in Academic Year 2017/2018 after Being Taught by Using QAR Strategy	22
4.3 Hypothesis Testing.....	24

CHAPTER V DISCUSSION OF THE RESEARCH

5.1 The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in academic year 2017/2018 before and after being taught by Using QAR (Question-Answer Relationship) Strategy.....	27
5.2 The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in academic year 2017/2018after being taught by Using QAR (Question-Answer Relationship) Strategy	27
5.3 The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in academic year 2017/2018 before and after being taught by Using QAR (Question-Answer Relationship) Strategy.....	29

CHAPER VI CONCLUSION AND SUGGESTION

6.1 Conclusion	31
6.2 Suggestion.....	31

REFERENCES	35
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APPENDICES

STATEMENT

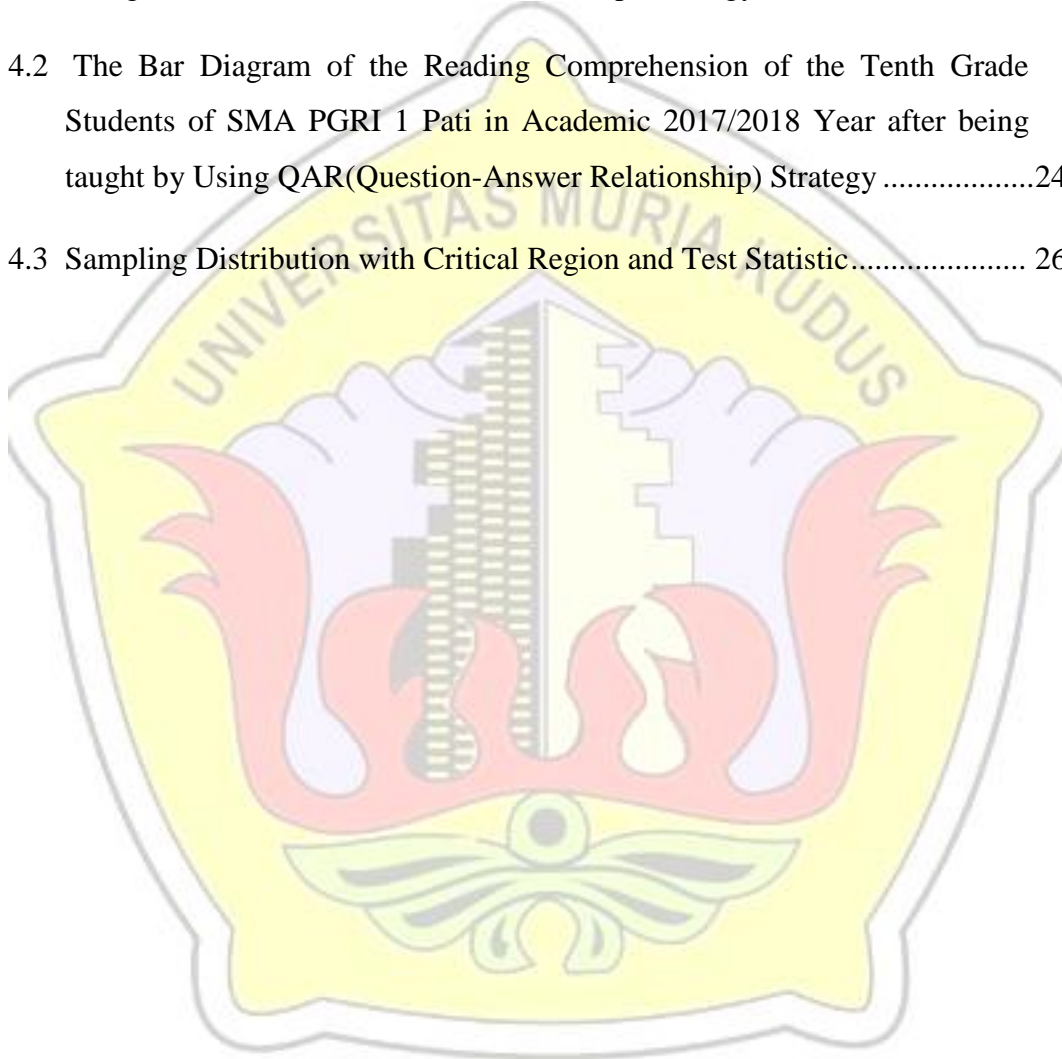
CURRICULUM VITAE

LIST OF TABLE

Table	Page
2.1 Question-Answer Relationship	10
3.1 Criteria of the Score if the Ability of Reading Comprehension	17
4.1 The Pretest Score of Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in 2017/2018 Academic Year before Being Taught by Using QAR(Question-Answer Relationship) Strategy	20
4.2 Frequency Distribution of The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1Pati in Academic Year 2017/2018 before Being Taught by Using QAR(Question-Answer Relationship) Strategy	21
4.3 The Score of Reading Comprehension of Tenth Grade Students of SMA PGRI 1 Pati in Academic Year 2017/2018 after being taught by Using QAR(Question-Answer Relationship) Strategy	23
4.4 Frequency Distribution of The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in Academic Year 2017/2018 after being taught by Using QAR(Question-Answer Relationship) Strategy	23
4.5 The Summary of the mean and standard deviation of Pre-test and Post-test of the reading comprehension of tenth graders of SMA PGRI 1 PATI in academic year 2017/2018 before and after taught by using QAR (Question-Answer Relationship) Strategy	24

LIST OF FIGURE

Figure	Page
3.1 Experimental Design using Pre-test and Post-Test	14
4.1 The Bar Diagram of The Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in Academic Year 2017/2018 taught by Using QAR (Question-Answer Relationship) Strategy	22
4.2 The Bar Diagram of the Reading Comprehension of the Tenth Grade Students of SMA PGRI 1 Pati in Academic 2017/2018 Year after being taught by Using QAR(Question-Answer Relationship) Strategy	24
4.3 Sampling Distribution with Critical Region and Test Statistic.....	26



LIST OF APPENDICES

List	Page
1 Lesson Plan of Reading Comprehension of Tenth Graders of SMA PGRI 1 PATI in Academic Year 2017/2018.....	22
2 Syllabus of Reading Comprehension of Tenth Graders of SMA PGRI 1 PATI in Academic Year 2017/2018.....	35
3 Exercise for Pre-test and Tryout in Reading Comprehension of Tenth Graders of SMA PGRI 1PATI in Academic Year 2017/2018Before and After Taught By Using Question-Answer Relationship(QAR) Strategy.....	50
4 Key answer For Pre-test, Try out and Post test in Reading Comprehension of Tenth Graders of SMA PGRI 1 PATI in Academic Year 2017/2018.....	66
5 Exercise for Post- test in Reading Comprehension of Tenth Graders of SMA PGRI 1 PATI in Academic Year 2017/2018.....	67
6 Exercise for Treatment in Reading Comprehension of Tenth Graders Of SMA PGRI 1 PATI in Academic Year 2017/2018.....	74
7 The Score of Pre-test of the Reading Comprehension of Tenth Graders Of SMA PGRI 1 PATI in Academic Year 2017/2018 Before Being Taught By Using Question-Answer Relationship (QAR) Strategy	79
8 The Calculation of the Mean and Standard Deviation Reliability the Reading Comprehension of the Tenth Grades of SMA PGRI 1 PATI in academic year 2017/2018 Before taught by using Question-Answer Relationship (QAR) Strategy	80

9	The Score of Pret-test of the Reading Comprehension of Tenth Graders Of SMA PGRI 1 PATI in Academic Year 2017/2018 After Being Taught By Using Question-Answer Relationship (QAR) Strategy	82
10	The Calculation of the Mean and Standard Deviation Reliability the Reading Comprehension of the Tenth Grades of SMA PGRI 1 PATI in academic year 2017/2018 After taught by using Question-Answer Relationship (QAR) Strategy	83
11	The T-test Calculation for the Reading Comprehension of the Tenth Graders of SMA PGRI 1 PATI in academic year 2017/2018 Before and After Taught by using Question-Answer Relationship Strategy	85
12	The Table of Reliability of Tryout of the Tenth Graders of SMA PGRI 1 PATI in academic year 2017/2018 Before and After taught by using Question-Answer Relationship Strategy	87
13	10. Table of Critical Values for Critical Significance Levels (α : <i>alpha</i>) of 0.1, 0.05 and 0.01 for the <i>t</i> statistic where degrees of freedom (<i>df</i>) is the total sample size minus two for the independent <i>t</i> -test	89
14.	Kartu Bimbingan.....	79
15.	Statement.....	81
16.	Keterangan Selesai Bimbingan.....	82
17.	Surat Permohonan Ujian Skripsi.....	83
18.	Surat Keputusan Judul Skripsi.....	84
19.	Lampiran Foto Penelitian.....	86
20.	Curriculum Vitae.....	

