

ABSTRACT

NUR ASMAUL HUSNA. 2019. Improving the Students' Reading Comprehension of Narrative Text through Question Answer Relationship (QAR) Strategy at SMK PGRI Enrekang. Thesis. The Faculty of Teacher Training And Education, Makassar Muhammadiyah University. Supervised by Nur Devi Bte Abdul and Muh. Astrianto Setiadi.

This research aimed at finding out whether or not the use of Question Answer Relationship improve students' literal reading comprehension in terms of finding main idea and supporting details and to determine whether or not the use of Question Answer Relationship improve the students' interpretative reading comprehension in terms of conclusion.

The research used a Classroom Action Research (CAR) as a research design. The subjects of this research were the tenth grade students of SMK PGRI Enrekang which consisted of 30 people in class X B of SMK PGRI Enrekang, the researcher used purposive sampling technique to take a sample of this research.

The finding shown that the use of question answer relationship strategy can improve the students' literal reading comprehension from the result of the test in the cycle I, the mean of the students score was 78.57 and the test in the cycle II, the mean of the students score was 82.85. Moreover, the use of question answer relationship strategy can improve the students' interpretative reading comprehension. It shown that the mean score of test in the cycle I at 55.7 and mean score in the cycle II at 16.42. It can be concluded that the use of Question Answer Relationship strategy in teaching reading is effective to improve both the students' literal reading comprehension in terms of main idea and supporting details and the student' intrepretative reading comprehension in terms of conclusion.

Keywords : Classroom Action Research, Reading Comprehension, Narrative Text, Question Answer Relationship