

ABSTRACT

Hasanah, Siti Rif'atul. Students Registered Number. 12203183271. 2022. *“Improving Students Reading Comprehension in Descriptive Text by Using Question answer Relationship at The First Grade of MTs Al Fattah”*. Thesis. English Education Departement. Tarbiyah and Teacher Training Faculty. State Islamic University of Sayyid Ali Rahmatuallah (UIN) of Tulungagung. Advisor: Dr. H. Nursamsu, S.Pd.I., M.Pd.

Keyword: Reading Comprehension, Question Answer Relationship Strategy, Descriptive text

Reading is the process of comprehending a text information content. Comprehension is the skill to carefully sift through the text and realize purposes the text intention by conveying the process of understanding the meaning of a topic assuming that such a process is followed. Students typically face some problems when reading activity such as difficulty identifying information in the text. Some problems were taken on by the students themselves and were related on their English language ability. Because there were unfamiliar with the vocabulary used in the text. The percent of the students were unable to understand the text and provide accurate answers.

The Problems of this study: 1). How can (QAR) Question Answer Relationship Strategy Improve students reading comprehension in descriptive text at first grade of MTs Al Fattah in the academic Years 2022/2023?. The objective of the research is to know how can Question Answer Relationship Strategy Improve students reading comprehension in Descriptive text at the first grade of MTs Al Fattah in the Academic Years of 2022/2023. The goal of this research aims to identify whether the QAR strategy can improve students understanding of descriptive text at the first grade of MTs Al Fattah. The subject of this research are students of class VII MTs Al Fattah.

The method of the research was Classroom Action Research (CAR). In this research, the researcher conducted two cycles. Which consisted of planning, implementing the action, observing, reflecting and ended by the post test. The research used the qualitative method, the instrument used in qualitative data were interviews, test and observation sheet.

The researcher initial finding that students score increasing after beight taught using Question Answer Relationship Strategy. Second Question Answer Relationship Strategy has significant affects the reading comprehension on the first grade of MTs Al Fattah. The mean score in pre test was 62,9 raised in post test to 78,5 in the first cycle in post test. In the second cycle, the mean score for the pre test was 83,4 and increased to 87,8 in post test. Additionally, when the teacher implemented QAR Strategy, the condition of the class also improves, as seen in the following: (1). The students were more interested when they wanted to ask

and to answer the question. (2). The students take an interest and they pay attention in learning process. (3) in reading class, the students showed more enthusiasm. (4). The students can easily answer the text. This indicates that QAR Strategy can improve students reading comprehension of the first grade of MTs Al Fattah.

ABSTRAK

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Kata kunci: pemahaman membaca, Question Answer Relationship Strategy, Descriptive text.

Membaca adalah proses memahami isi teks untuk mendapatkan informasi. Pemahaman adalah keterampilan dengan teliti mengelolah teks dan memperhatikan serta mengetahui isi dari teks dengan menyampaikan proses pemahaman makna dari topik yang berurutan. Siswa biasanya mempunyai beberapa masalah ketika kegiatan membaca berlangsung seperti kesulitan dalam mengidentifikasi informasi dalam teks. Beberapa masalah di hadapi oleh siswa sendiri dan terkait dengan masalah kemampuan bahasa. Karena siswa tidak mengetahui kosa kata yang digunakan dalam teks. Beberapa persen dari siswa tidak bisa memahami teks dan memberikan jawaban yang akurat.

Rumusan masalah penelitian : 1). Bagaimana mungkin *Question Answer Relationship Strategy (QAR)* meningkatkan pemahaman siswa dalam teks deskriptif pada kelas satu di MTs Al Fattah tahun ajaran 2022/2023? Tujuan dari penelitian ini adalah untuk mengetahui bagaimana bisa *Question Answer Relationship Strategy (QAR)* meningkatkan pemahaman siswa pada membaca deskriptif text pada kelas satu di MTs Al fattah tahun pendidikan 2022/2023 Penelitian ini bertujuan untuk menentukan apakah *Question Answer relationship Strategy (QAR)* dapat meningkatkan pemahaman siswa tentang deskriptif teks pada kelas satu di MTs Al Fattah.

Metode yang digunakan adalah penelitian tindakan kelas. Penelitian ini dilaksanakan dengan dua siklus terdiri dari perencanaan, pelaksanaan, pengamatan, hasil penelitaian dan di akhiri dengan tes. Penelitian ini menggunakan metode kualitatif, instrumen yang digunakan dalam data kualitatif adalah wawancara, tes dan lembar observasi.

Para peneliti menemukan bahwa skor siswa meningkat setelah diajarkan menggunakan *Question Answer Relationship (QAR) Strategy*. Question Answer Relationship (QAR) Strategy Memiliki dampak signifikan pada pemahaman membaca pada kelas satu di MTs Al Fattah. Nilai rata rata dalam pre test adalah 62,9 meningkat dalam post test menjadi 78,5 pada siklus pertama.Pada siklus kedua nilai rata rata pada pre test adalah 83,4 dan kemudian meningkat menjadi 87,8 pada post test. Selain itu, ketika guru menerapkan Quesion Answer Relationship (QAR) Strategy kondisi kelas juga meningkat, sebagaimana berikut:

(1). Para siswa lebih tertarik ketika mereka ingin bertanya dan menjawab pertanyaan. (2). Para siswa tertarik dan memperhatikan dalam proses pembelajaran. (3). Pada kelas membaca, siswa lebih antusias. (4). Para siswa dapat dengan mudah menjawab teks. Ini menunjukkan bahwa Question Answer Relationship (QAR) Strategy dapat meningkatkan pemahaman dalam membaca siswa kelas satu pada MTs Al Fattah.