



**IMPROVING STUDENTS' READING COMPREHENSION OF
DESCRIPTIVE TEXT THROUGH QUESTION ANSWER
RELATIONSHIP (QAR) STRATEGY AT THE TENTH GRADE OF
SMA AL – HIDAYAH MEDAN**

A THESIS

VIVI RAMADHANI
Reg. No.: 34.15.4.166

UIN
SUMATERA UTARA
MEDAN

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2021**



**IMPROVING STUDENTS' READING COMPREHENSION OF
DESCRIPTIVE TEXT THROUGH QUESTION ANSWER
RELATIONSHIP (QAR) STRATEGY AT THE TENTH GRADE OF
SMA AL – HIDAYAH MEDAN**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic
University of North Sumatera Medan as a Partial Fulfillment Requirements for
the Degree of Sarjana Pendidikan (S.Pd)*

By :

VIVI RAMADHANI
Reg. No.: 34.15.4.166

UIN
SUMATERA UTARA
MEDAN

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2021**



**IMPROVING STUDENTS' READING COMPREHENSION OF
DESCRIPTIVE TEXT THROUGH QUESTION ANSWER
RELATIONSHIP (QAR) STRATEGY AT THE TENTH GRADE OF
SMA AL – HIDAYAH MEDAN**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic
University of North Sumatera Medan as a Partial Fulfillment Requirements for
the Degree of Sarjana Pendidikan (S.Pd)*

Approved By :

ADVISOR I

Yani Lubis, S.Ag., M.Hum.
NIP. 19790823 200801 2009

ADVISOR II

Ernita Daulay, S.Pd., M.Hum.
NIP. 19801201 200912 2003

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBİYAH AND TEACHING TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2021**



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN
KEGURUAN

Jl. WilliemsKandarPsr. V Telp. 6615683-6622683 Medan Estate 20731 email: fitk@uinsu.ac.id

SURAT PENGESAHAN

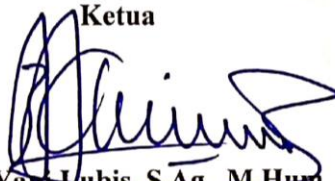
Skripsi ini yang berjudul **“IMPROVING STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY AT THE TENTH GRADE OF SMA AL – HIDAYAH MEDAN”** yang disusun oleh **Vivi Ramadhani** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

14 Oktober 2021 M
7 Rabiul Awal 1443 H

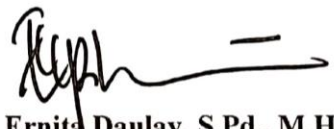
Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan


Ketua



Yani Lubis, S.Ag., M.Hum
NIP. 197006062000031006


Sekretaris



Ernita Daulay, S.Pd., M.Hum
NIP. 198012012009122003

Anggota Penguji



1. Yani Lubis, S.Ag., M. Hum
NIP. 197006062000031006


2. Ernita Daulay, S. Pd. M. Hum
NIP. 198012012009122003


3. Dr. Muhammad Dalimunte, M. Hum
NIP. 197103281999031003


4. Drs Achmad Ramadhan, MA
NIP.196601151994031002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan


Dr. Mardianto, M.Pd
NIP. 196712121994031004

Name : Istimewa

Lamp : -

Perihal : Skripsi

An. Vivi Ramadhani

Kepada Yth:

Bapak Dekan Fakultas

Ilmu Tarbiyah dan Keguruan

UIN Sumatera Utara

Di

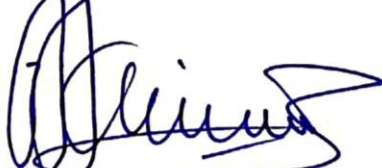
Medan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi a.n **Vivi Ramadhani** yang berjudul **Improving Students' Reading Comprehension of Descriptive Text through Question Answer Relationship (Qar) Strategy at The Tenth Grade of SMA Al – Hidayah Medan**, Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk di Munaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih. Wassalamu'alaikum Wr. Wb.

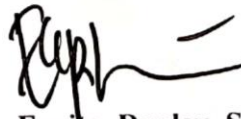
Advisor I



Yahli Lubis, S.Ag., M. Hum.

19700606 200003 1 006

Advisor II



Ernita Daulay, S. Pd., M. Hum.

19801201 200912 2 003

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Vivi Ramadhani
NIM : 34154166
Fakultas : Ilmu Tarbiyah dan Keguruan
Jur/Prodi : Tadris Bahasa Inggris
Judul : Improving Students' Reading Comprehension of Descriptive Text through Question Answer Relationship (Qar) Strategy at The Tenth Grade of Sma Al - Hidayah Medan

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar - benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh institut batal saya terima.

Medan, 24 Februari 2023

Yang Membuat Pernyataan



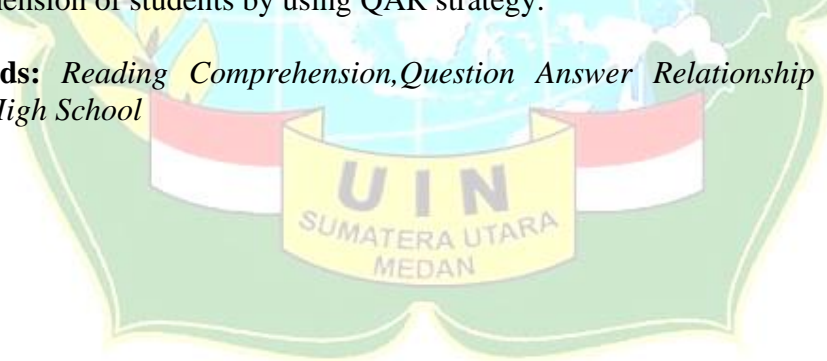
Vivi Ramadhani
NIM. 34154166

ABSTRACT

Vivi Ramadhani,. Registration Number: 34154166. Improving Students' Reading Comprehension of Descriptive Text through Question Answer Relationship (QAR) Strategy at the Tenth Grade of SMA AL – HIDAYAH Medan. An Undergraduate Thesis, English Education Program, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

The purpose of this study was to determine whether or not the question-and-answer relationship (QAR) technique was effective in enhancing students' comprehension of descriptive texts. The lack of students' reading comprehension skill is a problem in learning English and QAR strategy. Based on the problem. This research focused on the tenth grade at SMA – Al Hidayah Medan in the 2019/2020 academic year. there are 2 cycles in this study which was initiated by Kemmis and McTaggart. 30 pupils in the tenth grade were the focus of this study. The techniques of collecting the qualitative data were through observation, interview, diary note, documentation, and test. The technique of analyzing data for quantitative data was by using descriptive statistic analysis. Meanwhile, the searcher relied on the Miles and Huberman method for qualitative information. From the results of the pre-test in this study, there were 8 students who passed the minimum score of 75 or KKM. As many as 16 students passed the KKM in the post-test I and as many as 24 students passed the KKM in the post-test II. The results of observations, interviews and notes reinforce these results that in class students seem to enjoy and are more active. Therefore the QAR strategy that is applied can be said to be able to improve students' reading comprehension skills. The results of this study are expect to be used as scientific studies that provide about efforts to improve reading comprehension of students by using QAR strategy.

Keywords: *Reading Comprehension, Question Answer Relationship Strategy, Senior High School*



ACKNOWLEDGEMENT



Alhamdulillahillobbil'alaamiin, all praises to Allah SWT, the Single Power, the Lord of the Universe, Master of the day judgment. God all mighty, for all blessings and mercies, so the writer was able to finish this paper thoroughly. Peace be upon to Prophet Muhammad SAW, the great leader and good inspiration of world revolution which has brought us from the darkness to the lightness by Islam Religion.

The title of the thesis is *"Improving Students' Reading Comprehension of Descriptive Text through Question Answer Relationship (QAR) Strategy at the Tenth Grade of SMA AL – HIDAYAH Medan"*. This is submitted to the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan (S-1)*. In the process of completing this undergraduate thesis, the researcher believes that this undergraduate thesis would not be completed without the help, supports and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported and suggested her during the process of writing this thesis, namely:

1. **Prof. Dr. Syahrin Harahap, MA.** as the head of State Islamic University of North Sumatera Medan.
2. **Dr. Mardianto, M.Pd.** as the dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan.

3. **Yani Lubis S.Ag, M. Hum.** as the Head of English Educational Department.
4. **Ernita Daulay, S. Pd., M. Hum.** as the secretary of English Education Department.
5. **Yani Lubis S.Ag, M. Hum.** as my first advisor who has given me ideas, suggestion, correction, advice and encouragement in process of completion of this thesis.
6. **Ernita Daulay, S. Pd., M. Hum.** as my second advisor who has given me advice, dedication and suggestion in completion of this thesis.
7. All Lectures of Educational English Department who has given me support in my effort.
8. The principal of SMA AL – HIDAYAH Medan **A. M. Haidir Saragih, S. Pd.I., M. A.,** English teacher **Waridan Nur, S. Pd.** And all students of X Science class who helped the writer during the research.
9. My beloved parents, **PELDA Sucipto** and **Sri Mariati, S. Kep., Ners,** who always give pray, support, loving to me and encouragements for me to accomplish everything in life that I cannot mention it one by one. I dedicated this thesis for you.
10. My beloved little sisters **Mustika Ayu Anggreini, Zaskia Nurliani Pertiwi, and Putri Amelia Suci** who always give me support in completing my study and thank you for your love, laughter and bicker. Sharing every laugh, tears and every best condition or event the worst, thank you for giving me unforgettable moments in my life.
11. All of my dearest family in PBI – 3 2015 thank you for the assistance, support and suggestion.

12. My bestfriends in PBI – 3 2015 and my support system **Hidayatul Faiqoh, S.Pd.** and **Fatma Wati Hasibuan, S. Pd.** Thank for the support and sharing the happiness and sorrow during finishing this thesis.
13. In honor of everyone who contributed greatly to the completion of this thesis but whose names cannot be included.

The author sees that there is much room for improvement in this thesis. Accordingly, all feedback, including constructive criticism, is welcome and will be used to further future research. The author envisions that the findings of this study will be useful not only to the advancement of education but also to the readers and other researchers..

Medan, Januari 2023



VIVI RAMADHANI
Reg. No.: 34.15.4.166

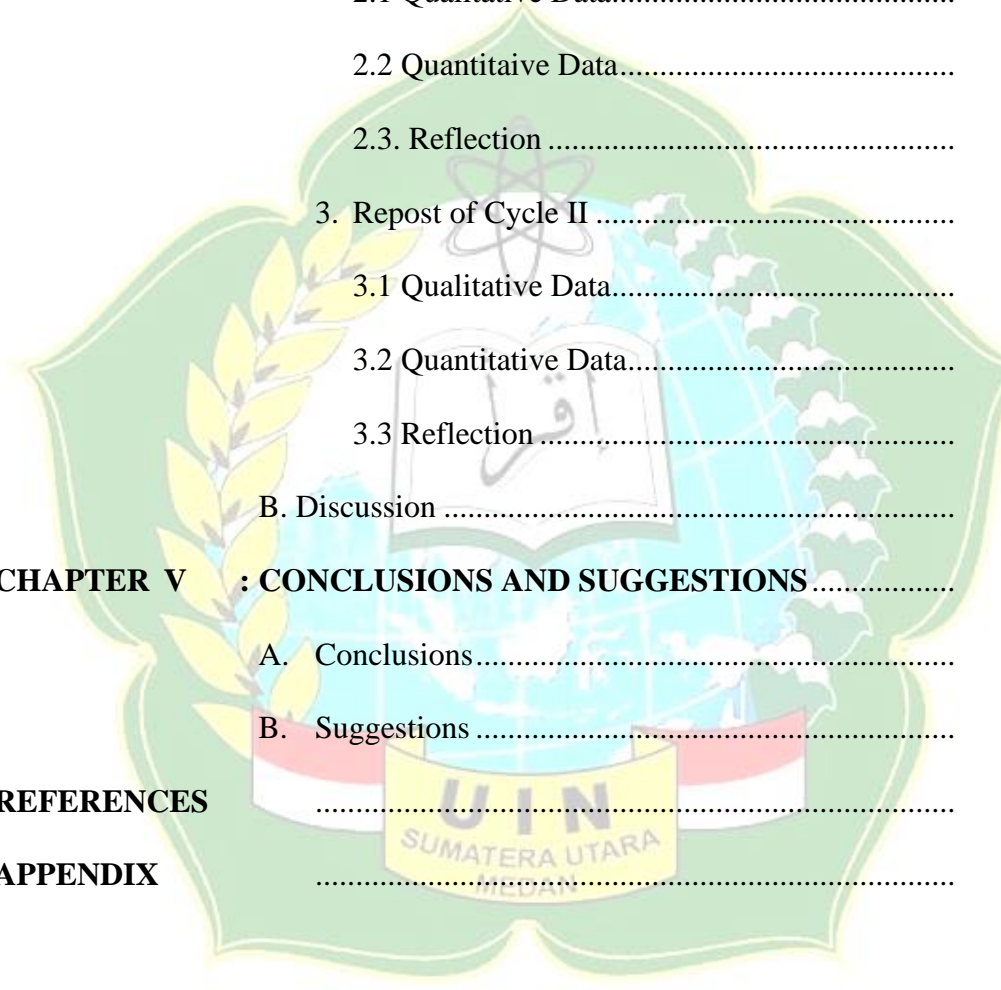


TABLE OF CONTENTS

	Page
ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
CHAPTER I : INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problems.....	4
C. Formulation of the Problems.....	4
D. Objective of the Study.....	5
E. Significane of the Study	5
CHAPTER II : THEORETICAL FOUNDATION	7
A. Theoretical Framewor	7

1. Definition of Reading.....	7
2. Reading Comprehension	9
3. Reading Instruction in Indonesian EFL Context..	11
4. Descriptive Text	14
5. Teaching Strategies in English Reading.....	15
5.1 Teaching Strategy	15
5.2. QAR Strategy	16
5.2.1 The Advantages and Disadvantages of QAR.....	17
5.2.2. The Procedure of QAR.....	18
B. Related Studies.....	21
C. Conceptual Framework	23
D. Hypothesis.....	24
CHAPTER III : METHOD OF RESEARCH	25
A. Research subject.....	25
B. Research Setting.....	25
C. Research Design.....	25
D. Research Procedure.....	27
E. Technique of Collecting Data	31
1. Observation	32
2. Interview	32
3. Diary Note.....	33
4. Documentation.....	34
5. Test.....	34

F. Technique of Data Analysis.....	35
CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION.....	40
A. Research Findings.....	40
1. Preliminary Data.....	41
2. Repost of Cycle I.....	43
2.1 Qualitative Data.....	43
2.2 Quantitaive Data.....	46
2.3. Reflection.....	48
3. Repost of Cycle II.....	50
3.1 Qualitative Data.....	50
3.2 Quantitative Data.....	53
3.3 Reflection.....	57
B. Discussion.....	59
CHAPTER V : CONCLUSIONS AND SUGGESTIONS.....	62
A. Conclusions.....	62
B. Suggestions.....	63
REFERENCES.....	65
APPENDIX.....	69





LIST OF TABLES

Table	Title	Page
3.1.	Table of Classification of Students in Qualitative Analysis Data.....	36
3.2.	Table of Student Scores.....	38
4.1.	Table Students Scores in Pre – Test.....	42
4.2.	The Comparison of Students Scores in Pre –Test and Post–Test I.....	46
4.3.	Students’ Score in Pre-Test, Post–Test I, and Post – Test II.....	54
4.4.	The Improvement of Students’ Reading Comprehension in Descriptive Text in Each Cycle.....	57



LIST OF FIGURES

Figure	Title	Page
3.1.	Action Research Spiral, Model from Kemmis and McTaggart	27
4.1.	The Percentage of the Number of Students Increased in Pre-Test and Post-Test I.....	47
4.2.	The Percentage of the Number of Students Increased in Pre-Test, Post-Test I, and Post-Test II.....	55
4.3.	The Percentage of students' Reading Comprehension	56

LIST OF APPENDIX

Appendix	Title.....	Page
I	Lesson Plan I.....	69
II.	Lesson Plan II	79
III.	Lesson Plan III.....	89
IV.	Pre – Test	102
V.	Answer Key of Pre – Test.....	108
VI.	Post – Test I	109
VII.	Answer Key of Post – Test I.....	115
VIII.	Post – Test II	116
IX.	Answer Key of Post – Test II.....	123
X.	The Students' Score During Cycle I (Pre-test and Post-test I) and Cycle II(Post Test II).....	124
XI.	The Students Score during Pre-test (Cycle I)	126
XII.	The Students Score during Post – test I (Cycle I).....	128
XIII.	The Students Score during Post – test II (Cycle II)	130

XIV. Diary Notes	132
XV. Interview with the Students before Implementing QAR Strategy	141
XVI. Interview transcript with the students after Implementing QAR Strategy	142
XVII. Interview with the teacher before Implementing QAR strategy	144
XVIII. Interview with the teacher after Implementing QAR strategy..	146
XIX. Observation Sheets	147
XX. Documentation.....	152

