**THE EFFECTIVENESS OF USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY TO IMPROVE READING COMPREHENSION ABILITY FOR THE SEVENTH GRADE STUDENTS OF SMP N 31 PURWOREJO IN THE ACADEMIC YEAR OF 2012/2013**

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**Abstract**

The objective of the study are to know students’ reading ability after being taught using Question Answer Relationship strategy and find out whether using Question Answer Relationship strategy is effective or not to improve the students’ reading comprehension ability of the seventh grade of SMPN 31 Purworejo in the academic year 2012/2013. The result of this research shows that using Question Answer Relationship is effective to improve the students’ reading comprehension ability. It proved that the result of t-value is 4.88 which is higher than t-table 2.00 (4.88>2.00). The result of pre-test before the researcher gave treatment is 65.97 and the result post-test after the researcher gave treatment is 73.22. It shows that the Hypothesis of research (Ha) is accepted.

*Keywords: Effectiveness, Question Answer Relationship, Reading Comprehension Ability.*

1. **Background**

Reading is one of the most important skills to acquire knowledge in each discipline. William (2002: 14) states that reading comprehension will develop a skill fluent reader, required rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient to coordinating time quickly. A narrative text is a part of reading comprehension material that should be learned by Junior high school students. Reading also the basis of all knowledge. Either the textbook or the extracurricular reading materials supply many vocabularies and phrase to readers, so as to develop their spoken language skills and writing ability. In this research, the researcher focuses on improving students’ reading comprehension ability using Question Answer Relationship strategy.

1. **Research Method**

This research is experimental quantitative research. It was conducted in SMP N 31Purworejo on May 16th, 2013 up to June 13th, 2013. Population is a group of individuals who comprises the same characteristics (Sugiyono, 2010: 61). The population of the research is the seventh grade students of SMP N 31 Purworejo in the academic year of 2012/2013. There are 191 students. Therefore, researcher used two classes to make the teaching learning run as usual that are VII B consists of 32 students and VII D consists of 31 students. To get the sample accurately, the researcher used purposive sampling, because the researcher used purposive sampling to gain the data of the research. Purposive sampling is one technique by drawing out sample based on certain purpose in collecting the data; the researcher used multiple choices as instrument. The researcher gave two tests that are pre-test and post-test. The test is intended to find out the effectiveness of Question Answer Relationship in improving the students’ reading comprehension ability.

In this research, the researcher used descriptive analysis and inferential analysis to analyze the data. The descriptive analysis is to describe the students’ reading comprehension ability before and after the researcher gave the treatment by using Question Answer Relationship. The descriptive analysis consists of the computation of mean, median, mode, standard deviation, and variance. Meanwhile, the inferential analysis consists of test of normality, test of homogeneity, and test of hypothesis using t-test.

1. **Finding and Discussion**

The description of the data is aimed to know students’ reading comprehension ability after being taught by using Question Answer Relationship and to find out the effectiveness of using Question Answer Relationship strategy in improving students’ reading comprehension ability. The researcher gave the treatment for experimental group by using Graphic Organizer. From the computation, the mean score of pre-test is 65.97 and the mean score of post-test is 73.22. The researcher also calculated that the highest score of experimental group after being given the treatment is 85 and the lowest score is 60. The mean is 73.22, the median is 75, the mode is 75, the standard deviation is 5.85, and the variance is 34.25.

Furthermore, in the inferential analysis, the researcher computed test of normality, test of homogeneity, and test of hypothesis. The result of normality test that computed by using chi-square formula is 6.86. From the result of normality test, the data is normal because t-obtained is lower than t-table (6.86<11.07). Then, the result of homogeneity test that computed by dividing the highest variance with the lowest variance is 1.02. It showed that the data is homogeneous because f-obtained is lower than f-table (1.02<1.84). To make the analysis more reliable, the researcher computed the data by using t-test formula. The result of t-test is 4.88. It showed that t-test value is higher than t-table 2.00 (4.88>2.00).

Based on the descriptive analysis above, the researcher concluded that the students’ reading comprehension ability after being taught by using Question Answer Relationship belonged to good category. The effectiveness of using Question Answer Relationship is proven by the result of t-test 4.88 which is higher than t-table 2.00 (4.88>2.00). So, the hypothesis in this research (Ha) stated that “Using Question Answer Relationship Strategy is effective to improve reading comprehension ability of the seventh grade students at SMP N 31 Purworejo in the academic year of 2012/ 2013” is accepted. It can be seen from the result of t-test 4.88 which is higher than t-table 2.00 (4.88>2.00). The researcher also compared the pre-test and the post-test result. After the researcher gave the treatment, the increase of students’ reading comprehension ability from pre-test to post-test is 7.25. It means that Question Answer Relationship is effective to improve students’ reading comprehension ability.

**D. Conclusion and Recommendation**

Based on the research finding which has been discussed, the researcher makes the conclusions as follow:

1. The students reading comprehension ability in the post-test result is 73.22. It means that reading comprehension ability of the students in experimental group belonged to good category. The mean score of control group post-test is 66.09. It means that reading ability of the students in control group also belonged to good category.
2. The use of Question Answer Relationship is effective to comprehend, it can be proved by the result of t-test 4.88 which is higher than t-table 2.00 (4.88>2.00). Seeing that the t-test value is higher than the t-table, the alternative hypothesis states that using Question Answer Relationship is effective to reading comprehension ability of seventh students at SMP N 31 Purworejo in the academic year of 2012/ 2013 is accepted.

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