

ABSTRACT

Istiawan, Heri, 2017, *The Effect of Questioning The Author (QtA) Strategy On Reading Comprehension Of The X C Students at SMA 5 Jember In The 2016/2017 Academic Year*. Thesis. The English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.

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For many students, reading is by far the most important of the four skills in a second language, particularly in English as second or foreign language (Carrel, 1988: 1). Reading plays a particularly important role in education. Not only does our education system demand a lot of reading in the process of learning, it also tends to use the capacity to read fluently as an indicator of more general intellectual ability (Bridley, 1994: 81). For that reason, the role of reading in language teaching should be emphasized because it is an important factor to get success in the target language.

In this research, the research problem is “Is there any significance effect of Questioning the Author (QtA) strategy toward students’ reading comprehension of X C students of SMA 5 Jember in the academic year 2016/2017??”. Based on the problems, the research objective is intended “To know the significance effect of teaching reading by using Questioning the Author strategy in relation to the students’ reading comprehension at SMA 5 Jember in the 2016/2017 Academic Year?”.

This research was an experimental research. The research area was SMA 5 Jember. Furthermore, The research subjects of this research are the X C students of SMA 5 Jember as the experiment group and X A students of SMA 5 Jember as the control group. Meanwhile, to analyze the data, we use t-test formula:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

After analyzing the data, which is specifying the t-test value in 5%, it was known that the result of t-test for experimental group was 8.58, After it was correlated to the degree of freedom of 78 which was 1.99 from t-table, it is found that t-test is bigger than t-table (8.58 > 1.99). It means that teaching reading comprehension by using Questioning the Author (QtA) Strategy has a significant effect on students' Reading Comprehension achievement of SMA 5 Jember in the 2016/2017 academic year.