

ABSTRACT

M, Maimunatul. 2021. *An analysis of QAR strategy in teaching reading comprehension used by English teacher at MTS Al-Hasyimi in the 2020/2021 academic year*. Thesis, English Education Program, Faculty of Teacher Training and Education of Universitas Muhammadiyah Jember. Advisor: (1) Dr. Hanafi, M.Pd (2) Widya Oktarini, SS. MA.

Keyword: *QAR Strategy, Teaching Reading Comprehension*

Teaching reading comprehension is important skill the students have to be master when they are studying English. In reading comprehension the students not only about reading but the students must understand the context and meaning in text. therefore, it is important to do a research entitled “An Analysis of QAR Strategy in Teaching Reading Comprehension Used by English Teacher in MTS Al-Hasyimi in the 2020/2021 Academic Year.”

In this research the problem is “how does the QAR strategy in teaching reading comprehension are the eighth grade students in the 2020/2021 academic year?” and the objective in this research referring to the research problem is to describe the QAR strategy used by English teacher in teaching reading comprehension are the eighth grade students in MTS Al-Hasyimi.

This study employed quantitative research. Data were collected by conducting an interview with English teacher, documentation about QAR strategy and t-test. The research subject is VIII class consisting of 21 students.

The result of this study showed that English teacher using four types question in QAR strategy namely (1) right there question, (2) think and search question, (3) author and you question, (4) on my own question. Using QAR strategy the English teacher can to know how far student understands in learning reading comprehension. The lowest student score on the first semester (before) was 50 and the highest was 75, while the lowest student score on the last semester (after) was 75 and the highest was 100. The difference between the students' scores in the first semester and the last semester is -22.61905 with a standard deviation of 13.38087 and a standard error of 2.91994. The difference in the 95% confidence interval before bootstrap is between -28.70995 to -16.52815. Then the t value is -7.746 at the degree of freedom 20 so that the p value is $0.000 < 0.05$ which means the hypothesis accepts H1 or in other words it can be concluded that there is a significant or significant difference between the students' scores in the first semester (before) and the students' scores in last semester (after). In addition, the results of this study are supported by the result of interview with English teacher that the QAR strategy can help the student easier to find the answer and the student can reason their knowledge or their experience.

Based on the results above, it can be concluded that the QAR strategy is effective in learning reading comprehension in class VIII at MTS A-Hasyimi in the 2020/2021 academic year.