

## ABSTRACT

**Jasmin B. Saijeng, 2019. Improving Students' Comprehension in Reading Narrative Text through Q-A-R Strategy at the Second Year MTSN Masamba. Thesis Tarbiyah Department.**

The objective of this research was to find out the effectiveness of the question-answer relationship (Q-A-R) Strategy in teaching reading comprehension at MTSN Masamba. The researcher applied a pre-experimental design. The population of this research was the eighth-grade students of MTSN Masamba. The total population was 247 students. In determining the sample, the researcher used the cluster random sampling technique and the researcher took 24 students as samples. The instrument of this research was a reading test. The result of the research shows that the use of the question-answer relationship (QAR) strategy is effective in teaching reading comprehension. It is proven that the mean score of the pre-test is 55.13 and the mean score of the post-test is 89.92. The standard deviation of the pre-test is 12.319 and the standard deviation of the post-test is 5.633. While  $t\text{-test} = 0,000$ ,  $(\alpha) = 0.05$ . It means that the  $t\text{-test}$  is smaller than  $(\alpha)$ , so there is a significant difference between pretest and post-test of students reading comprehension before and after the researcher gave the treatment. It is concluded that the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_1$ ) is accepted. Therefore, it can be concluded that the Question-Answer Relationship (QAR) Strategy is effective in teaching reading comprehension.

Keywords: *narrative text, (Q-A-R), reading comprehension.*