TEACHING NARRATIVE TEXT BY USING QAR (QUESTION ANSWER RELATIONSHIP) STRATEGY TO IMPROVE READING COMPREHENSION ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 PALEMBANG

THESIS

BY
NURUL ERVINA
NIM 372010127

MUHAMMADIYAH UNIVERSITY PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
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THESIS

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By
Nurul Ervina
NIM 372010127

MUHAMMADIYAH UNIVERSITY PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
April 2014

The thesis by Nurul Ervina has been certified to be examined

Palembang, April, 12th 2014

Advisor I,

Prof. Dr. Rusman Roni, M.Pd.

Palembang, April, 12th 2014

Advisor II,

Rini Susanti, S.Pd., M.A.

This is to certify that's Sarjana's thesis of Nurul Ervina has been approved by the board of examiners as the requirement for the Sarjana degree in English Language Education

Prof. Dr. Rusman Roni, M.Pd., Chairperson

Rini Susanti, S.Pd., M.A., Member

Sri Yuliani S.Pd., M.Pd., Member

Acknowledged by
The head of
English Education Study Program,

Tri Rositasari, S.Pd., M.Pd.

Approved
The Dean of
FKIP UMP,

Drs. Syaifudin, M.Pd.

Motto and Dedications:

MOTTO :

- **Keep your Mind because could it be your Speak**
- **Keep your Speak because could it be your Habit**
- **Keep your Habit because could it be your Custom**
- **Keep your Custom because could it be your character**
- **Keep your Character because could it be your Destiny**

- **Man Shabaro Zhafiro**

DEDICATIONS :

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- **My beloved prophet, *Muhammad SAW who bring us from Darkness to* Brighnest Era**
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ABSTRACT

Ervina, Nurul. 2014. *Teaching Narrative Text by Using Question Answer Relationship Strategy to Improve Reading Comprehension Achievement of the Tenth Grade Student of SMA Muhammadiyah 2 Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of Muhammadiyah University. Advisors: (I) Prof. Dr. Rusman Roni, M.Pd, (II) Rini Susanti, S.Pd., M.A.

***Key words*:** question answer relationship, reading comprehension achievement, narrative text.

The thesis is entitled "*Teaching Narrative Text by Using Question Answer Relationship Strategy to Improve Reading Comprehension Achievement of the Tenth Grade Student of SMA Muhammadiyah 2 Palembang*". The problem of this thesis research was is it effective or not to teach narrative text by using question answer relationship strategy toimprove reading comprehension achievement of the tenth grade student of SMA Muhammadiyah 2 Palembang. The objective of this research was whether or not it is effective to teach narrative text by using question answer relationship strategy to improve reading comprehension achievement of the tenth grade student of SMA Muhammadiyah 2 Palembang?. The hypotheses of this study were (1) Ho: It is not effectiveto teach narrative text by using question answer relationship strategy to improve reading comprehension achievement of the tenth grade student of SMA Muhammadiyah 2 Palembang, (2) Ha: It is effective to teach narrative text by uisng question answer relationship strategy to improve reading comprehension achievement of the tenth grade student of SMA Muhammadiyah 2 Palembang. The population of the research was 133 students comprised 4 classes. The samples were 68 students, 34 students from X.2 and 34 students from X.3. The samples were selected by using the purposive sampling technique. These students were divided into two groups, the experimental and control group, each of them concisted of 34 students. Quasi-experimental design was used in doing this research. Test was used as the instrument for collecting the data. The data obtained were analyzed by using t-test (paired sample t-test and independent t-test).this was supported by the resultof statistical analysis by using SPSS that showed the t-obtained (-3.366) exceeded (2.00) as its critical value. It means that allternative hypotheses (Ha) was accepted and null hypotheses (Ho) was rejected. In other words, it was significantly effective to teach narrative text by using question answer relationship strategy to improve reading comprehension achievement of the tenth grade student of SMA Muhammadiyah 2 Palembang.

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Palembang, April 2014

The Writer

N.E

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CHAPTER 1

INTRODUCTION

In this chapter the writer presents: (1) background, (2) the problem of the study, (3) the objective of the study (4) the significance of the study (5) the hypotheses of the study, and (6) the criteria for testing the hypotheses.

1.1 Background

English is the most important language in the world. English is one of the major languages in the world used by more than three hundreds and seventy millions people every day. In other hand, English is used by more than two thirds of the world population. Ahmad cited in Sagita (2009:1), English is spoken by 400 million people and another 400 billion speak it as a second language. In 1990, speakers were estimated to total billion people and by the year of 2000, the figure may increase to 1,5 billion; two thirds of world population will speak English. The figure may sound like an exaggeration.

Brown cited in Meizaliana (2009:14) stated that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It means that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text (Pang, 2003:6).

To motivate the students in reading, teacher can use any reading materials. It is very necessary to increase reading interest. According to Zoltan (2008:2)" Motivation is one of the main determinants of second/foreign language (L2) learning achievement and accordingly, the last three decades have seen a considerable amount of research that investigates the nature and role of motivation in the L2 learning process. Although there is no simple way to change the students' attitude toward reading, there are some things that the teachers can try. It needs good strategy in teaching reading. Then the purpose of reading was reach. There are good strategies that can help improve the students' reading comprehension in teaching reading.

According to Pang (2003:6) learning to read is an important educationalgoal. For both children and adults, the ability to read opens up new worlds and opportunities. Many experts have suggested 40 percent of the times using for reading and 60 percent for recitation or retell it. In here the recitation does not mean that the

students retell all of story in the book, but give the answer for question that appear as long as we read. And this strategy makes the students more active in the class. "Question Answer is the way of teaching to motivate the students more active in participation in the classroom. It is very effective to motivate the students to understand what the material is about or to understand the topic which is given by the teacher. The teacher can identify the difficulties of students, so the students do not think that they cannot but the students think they can answer the question. So, the teacher hopes that the students can answer the question. The teacher was challenged to find out and comprehend the story of the texts.

Based on the syllabus for tenth grade students learn some kinds of text types such as: narrative, descriptive, and recount. This study chose narrative text as the material. According to Sudarwati (2007:38) a narrative text is amused or entertains the reader with actual or imaginary experience in different way. Narrative always deals with problems which lead to the climax and then turn into solution to the problem.

Teaching reading is also being considerable because reading is skill that needs to be developed to increase it is ability. There is a several ways to teach reading especially for reading comprehension and one of them is by using Question-Answer Relationship strategies. This strategies and one of them created by (Raphael, 1986) as a way to help student realize that the answer they seek are related to the type of question that is asked; it encourage them to be strategic about their search for an

answer based on an awareness of what different types of question they look for. Even more important understand where the answer comes from.

Therefore, it was interesting to conduct a research concerning the use of question-answer relationship strategies in order to find out whether or not teaching narrative text using question and answer relationship strategy can improve reading comprehension achievement of the senior high school students, especially the tenth grade students of SMA Muhammadiyah 2 Palembang.

1.2 Problem of The Study

When the writer did PPL in SMA Muhammadiyah 2 Palembang especially the writer teach in class X, there were problems especially in reading comprehension. Why? Because the students found difficulties to translate and understand the text. So, when the writer gave question to the student, almost all of the students did not answer the question. That is why this study was focus on teaching narrative text by using question and answer relationship strategy to improve reading comprehension achievement of the tenth grade students at SMA Muhammadiyah 2 Palembang. Therefore, the problem of this study is limited and the formulated below.

1.2.1 Limitation of the Problem

In this study, the problems is limited in teaching narrative text by using question and answer relationship strategy in the theme of "Fairy Tale" to improve reading comprehension achievement of the tenth grade students at SMA

Muhammadiyah 2 palembang. In limitation of problem, the writer has seven meeting. Two meetings were for pre-test and post-test. While the others five meetings were for the treatments.

1.2.2 Formulation of the Problem

The formulation of the problem in the study was "Is it effective or not to teach narrative text by using question answer relationship strategy to improve reading comprehension achievement of the tenth grade students at SMA Muhammadiyah 2 Palembang?"

1.3 Objective of the Study

The objective of this study was to find out whether or not it is effective to teach narrative text by using question and answer relationship strategy to improve reading comprehension achievement of the tenth grade students at SMA Muhammadiyah 2 Palembang.

1.4 Significance of the Study

The significances of this study are:

1. The Writer Herself

By conducting this study, it increases the writer's knowledge on how the reading comprehension is taught to the students and how to measure the students' achievement on their reading activity.

2. The Students

By conducting this study, it gives the students some inputs so they can improve their reading comprehension activity well, and also gives them motivation to study English especially in learning reading comprehension.

3. The Teachers of English

The writer hopes the result of this study was useful at least for giving information to the teachers in teaching narrative text by using (QAR) Question Answer Relationship and to get some experiences in conduction this study.

4. The Other Researchers

It gives information about teaching narrative text that there is another technique which is by using (QAR) question answer relationship so that they can improve it for the future.

1.5 The Hypotheses of the Study

The hypotheses of this study were in the form of the null hypotheses (Ho) and alternative hypotheses (Ha). The writer attempted to prove one of the following hypotheses:

1. Ho = It is not effective to teach narrative text by using (QAR) question answer relationship strategy to improve reading comprehension achievement of the tenth grade students of SMA Muhammadiyah 2 Palembang.

2. Ha = It is effective to teach narrative text by using (QAR) question answer relationship strategy to improve reading comprehension achievement of the tenth grade students of SMA Muhammadiyah 2 Palembang.

1.6 The Criteria for Testing the Hypotheses

To the hypotheses, the criteria of testing hypotheses was used *t-distribution* table. It means to accept or to reject the null Hypotheses was used t-table with degree of freedom (df=n-2) and 95% aslevel of significance. The total number of this sample was 68 students, the df of 98-2 is 96. The criteria for used testing the hypotheses are as followed:

1. The alternative hypotheses (Ha) was accepted if the result of t-test calculation was the same or greater than that of the critical value as stated. It means that (Ho) was rejected.
2. The null hypotheses (Ho) was accepted if the result of test calculation was less than of the critical values as stated in the t-value table. It means that (Ha) was rejected.