The Effect of Using Question-Answer Relationship (QAR) Strategy on Students' Reading Comprehension in Descriptive Text of XII Grade at SMA Negeri 2 Perbaungan

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ABSTRACT
The objective of this research was to obtain evidence of the effectiveness of the use of question-and-answer strategy relationships to students' reading ability in the description text This research uses quantitative research methods with experimental designs. The sample from this research was selected using a random sampling technique with a total sample of 70 students divided into two classes, an experimental class and a control class. The population of this research is class XII students of SMA Negeri 2 Perbaungan. The instrument used is a reading ability test. Before giving treatment, the students of both classes were given preliminary tests to find out what still exists in their ability to read explanatory texts. The test consists of 20 multiple-choice questions. At the end of the treatment, the students were given a post-test. Data from the two classes is processed using t-test. The average result from the post-test shows an improvement from the pre-test result to the post-test result. The results of the t-test show that the t-observed is greater than the t-table, namely t-observed 16.15 and t-table 2.00. The point is that the t-observed is greater than the t-table (16.15>2.00) with df 68 at a significant level of α 0.025. After analyzing the data, it can be stated that Ho (Null Hypothesis) has been rejected and Ha (Alternative Hypothesis) has been accepted. Thus, the question-and-answer relationship strategy has an effect on students' reading comprehension in the description text.

| **Kata Kunci** | *Influence, Relationship Strategy Q&A, Reading Descriptive Text* |

INTRODUCTION

Reading is an essential skill for everyone, no matter who they are. As Grabe and Stoller (2014) state that reading is ability to draw meaning from the printed page and interpret the information appropriately. Reading is needed to get the information or main idea from what the reader has read. The reader uses knowledge, skills, and strategies to determine what the text meaning. Reading is also essential because reading allows readers to use their ability to communicate and understand the author to understand and obtain information written by the author without having to interact directly with the author.

Teaching reading at school is aimed at improving students reading ability to comprehend reading text. The aim of teaching reading is to develop the students

reading skills so the students can read English text efficiently and effectively. Most of students feel that reading is very difficult work because they don't understand correctly how to comprehend a reading material. Comprehension is one of the most important elements to understand a reading text.

One of text that are taught and learned in the lever of senior high school is descriptive text. According to Anderson (2014), Descriptive text is a text that describes particular person, place or things. Its very important to understand the descriptive text because its relate to every single aspects of life such as knowing the characteristics or description of a things, a place and a person.

To improve the students comprehension in reading the text, it needs a strategy which can motivate the students to read. The Question Answer Relationship (QAR) Strategy is the strategy which is applied to improve students achievement in reading comprehension. By using this strategy the students was interested in reading, easy to be learn and easy to be understood or comprehend the reading text.

Through this strategy, the researcher hopes that it can help to reveal the problems. It is also expected that this study can give some contributions to the readers, students also teachers about strategy in teaching reading to help the students achieve their goals in their reading.

RESEARCH METHOD

In this research, researcher used an experimental research. An experimental research involved two groups: experimental group and control group with using both of Pre-test and Post-test. An experimental group received a new treatment while control group received an usual treatment. The new treatment is using Question Answer Relationship (QAR) strategy, and the usual treatment is using Conventional strategy.

Table 1.
Design of the Research

Group	Pre-test	Treatment	Post-test
Experimental	✓	Using QAR Strategy	✓
Control	✓	Without Using QAR Strategy	✓

The population of this research were Grade XII students of SMA Negeri 2 Perbaungan which consists of six classes, they are XII-MIA^1, XII-MIA^2, XII-MIA^3, XII-IPS^1, XII-IPS^2, and XII-IPS^3 with the total population is 231 students. The number of population were shown in the following table :

Table 2.
Population

No.	Class	Population
1.	XII-MIA^1	35
2.	XII-MIA^2	35
3.	XII-MIA^3	35
4.	XII-IPS^1	42
5.	XII-IPS^2	42
6.	XII-IPS^3	42
	TOTAL	231

In this research takes the sample by using cluster random sampling. Cluster random sampling is a sampling technique where the entire population devide into groups. The researcher will take two class as the sample. They are XII-MIA^1 as the experimental group and XII-MIA^2 as the control group. The total sample are 70 students. The number of sample shown in the following table :

Table 3.
Sample

No.	Class	Sample
1.	XII-MIA^1	35
2.	XII-MIA^2	35
	TOTAL	70

The instrument in this research will use the multiple choice test. The form of the test is reading comprehension test. The test will be use to get the students score both of the experimental group and control group. The scores of students will be use as the data of this research. There are 20 multiple choice questions in this research. The score of each test is 5 and the range of score is 0-100. The researcher only focuses on four indicators of reading comprehension as follow :

Table 4.
The Indicators of Reading

No.	Indicators	Number of Test	Score
1.	To find main idea. For main idea question, look at the first line of each paragraph.	5	25
2.	To find the directly and indiretly answer and questions. For the directly and indirectly answered detail question, choose a key in the question and skim	5	25

	for that keyword (or a related idea) in the passage.		
3.	To get the meaning of vocabulary. For vocabulary question, the question will tell where the word is located in the passage.	5	25
4.	To find overall review questions. For overall review questions, the answer are find anywhere in the passage.	5	25
	Total	20	100

To find out whether test item is qualified as a good instrument in the research or not before use to measure students reading comprehension skill, previously try out test must be held. Try out test is implement to find out the validity and reliability as follow :

a. Validity Test

The validity is an important quality of any test. According to Arikunto (2012) a test is valid if it measures what it purpose to be measure. The validity of an item can be known by doing item analysis. It is count by using Pearson Product Moment on SPSS 22 software.

b. Reliability

It means consistent. Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. To measure the reliability of test item, it can be use SPSS 22 software. In this research, researcher use alpha cronbach's formula. Reliability alpha cronbach's to compass based on taken decision which certain done.

To analyze the data, the researcher used t-test and t-table compared with the degrees of freedom (df) test, t-test as follows (Arikunto, 2012):

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum x^2 + \sum x^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

X_1 = The mean of experimental group

X_2 = The mean of control group

X_1^2 = The deviation of experimental group

X_2^2 = The deviation of control group

n_1 = The total sample of experiment group

n_2 = The total sample of control group

RESULT AND DISCUSSION

The researcher was implemented at SMA Negeri 2 Perbaungan in the academic year 2022/2023 consists of two classes, where in classes, XII-MIA[1] consists of 35 students and XII-MIA[2] consists of 35 students, so the total of the sample are 70 students.

The researcher analyzed the result of the test which conducted in expermental group and control group to find out whether the use of Question-Answer Relationship Strategy on students reading comprehension in descriptive text. Therefore it is aimed at describing the effect of QAR Strategy on students reading comprehension in descriptive text.

Table 5.
The Result of Data Analysis of Experimental Group and Control Group

N=35	Group	$\sum X$	Mean	Deviation
	Experimental	975	27,8	3814,4
	Control	194	5,5	850,75

The calculation by applying t-test :

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{\sum_x 2 + \sum_x 2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{27,8 - 5,5}{\sqrt{\left(\frac{3814,4 + 850,75}{35 + 35 - 2}\right)\left(\frac{1}{35} + \frac{1}{35}\right)}}$$

$$t = \frac{22,3}{\sqrt{\left(\frac{4665,15}{68}\right)\left(\frac{2}{70}\right)}}$$

$$t = \frac{22,3}{\sqrt{(68,60).(0,028)}}$$

$$t = \frac{22,3}{\sqrt{1,920}}$$

$$t = \frac{22,3}{1,38}$$

$$t = 16,15$$

Validity Test

To know the validity of instrument, the writer used the Pearson product moment formula to analyze each item. It was obtained that from 25 test items; there were 22 test items which were valid and 3 test items which were invalid.

Correlations

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Total
Q1	Pearson Correlation	1	-.131	-.167	-.111	-.131	-.089	.259	.208	-.111	-.089	.196	.111	-.131	.259	-.131	.149	-.149	-.149	-.131	-.131	.196	.389*	-.149	-.149	-.184	.100
	Sig. (2-tailed)		.491	.379	.559	.491	.640	.167	.271	.559	.640	.299	.559	.491	.167	.491	.432	.432	.432	.491	.491	.299	.034	.432	.432	.331	.599
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q2	Pearson Correlation	-.131	1	.049	-.131	.135	-.105	-.131	-.095	-.131	.288	-.154	.049	.135	-.131	-.154	-.175	.088	-.175	-.154	.423*	-.154	-.196	-.175	-.175	-.216	-.095
	Sig. (2-tailed)	.491		.797	.491	.478	.581	.491	.618	.491	.122	.417	.797	.478	.491	.417	.354	.645	.354	.417	.020	.417	.299	.354	.354	.251	.618
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q3	Pearson Correlation	-.167	.049	1	.111	-.196	-.134	-.167	-.035	.111	-.134	-.196	-.250	.049	.389*	.049	.224	.000	.224	.294	.049	-.196	-.042	.224	.224	.118	.317
	Sig. (2-tailed)	.379	.797		.559	.299	.481	.379	.856	.559	.481	.299	.183	.797	.034	.797	.235	1.000	.235	.115	.797	.299	.827	.235	.235	.534	.088
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q4	Pearson Correlation	-.111	-.131	.111	1	-.131	-.089	-.111	-.254	.630**	.356	.196	.111	-.131	-.111	-.131	-.149	-.149	.149	.196	-.131	.196	-.167	-.149	.149	.342	.211
	Sig. (2-tailed)	.559	.491	.559		.491	.640	.559	.176	.000	.053	.299	.559	.491	.559	.491	.432	.432	.432	.299	.491	.299	.379	.432	.432	.065	.263
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q5	Pearson Correlation	-.131	.135	-.196	-.131	1	-.105	-.131	.109	.196	.288	.135	.049	-.154	-.131	-.154	-.175	.351	-.175	-.154	.135	.135	-.196	.088	-.175	-.216	.052
	Sig. (2-tailed)	.491	.478	.299	.491		.581	.491	.568	.299	.122	.478	.797	.417	.491	.417	.354	.057	.354	.417	.478	.478	.299	.645	.354	.251	.784
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q6	Pearson Correlation	-.089	-.105	-.134	-.089	-.105	1	-.089	.074	-.089	-.071	.288	-.134	-.105	-.089	.288	-.120	-.120	-.120	-.105	.288	-.105	-.134	-.120	-.120	-.147	-.098
	Sig. (2-tailed)	.640	.581	.481	.640	.581		.640	.698	.640	.708	.122	.481	.581	.640	.122	.529	.529	.529	.581	.122	.581	.481	.529	.529	.437	.606
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q7	Pearson Correlation	.259	-.131	-.167	-.111	-.131	-.089	1	.208	-.111	-.089	-.131	.111	-.131	.259	-.131	-.149	.149	.149	.196	-.131	-.131	.389*	.149	.149	.079	.267
	Sig. (2-tailed)	.167	.491	.379	.559	.491	.640		.271	.559	.640	.491	.559	.491	.167	.491	.432	.432	.432	.299	.491	.491	.034	.432	.432	.679	.154
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q8	Pearson Correlation	.208	-.095	-.035	-.254	.109	.074	.208	1	-.023	.074	.109	-.208	-.095	.208	.109	.031	-.155	-.155	-.095	-.095	.109	.657**	.217	.031	.071	.413*
	Sig. (2-tailed)	.271	.618	.856	.176	.568	.698	.271		.904	.698	.568	.271	.618	.271	.568	.871	.414	.414	.618	.618	.568	.000	.250	.871	.710	.023
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q9	Pearson Correlation	-.111	-.131	.111	.630**	.196	-.089	-.111	-.023	1	.356	.196	.111	-.131	-.111	-.131	-.149	-.149	-.149	.196	.196	-.131	-.167	.149	.149	.079	.267
	Sig. (2-tailed)	.559	.491	.559	.000	.299	.640	.559	.904		.053	.299	.559	.491	.559	.491	.432	.432	.432	.299	.299	.491	.379	.432	.432	.679	.154
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q10	Pearson Correlation	-.089	.288	-.134	.356	.288	-.071	-.089	.074	.356	1	.288	.200	-.105	-.089	-.105	-.120	.239	-.120	-.105	-.105	-.105	-.134	-.120	-.120	-.147	.169
	Sig. (2-tailed)	.640	.122	.481	.053	.122	.708	.640	.698	.053		.122	.288	.581	.640	.581	.529	.203	.529	.581	.581	.581	.481	.529	.529	.437	.371
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q11	Pearson Correlation	.196	-.154	-.196	.196	.135	.288	-.131	.109	.196	.288	1	.294	-.154	-.131	.135	.088	.088	-.175	-.154	-.154	.423*	.049	-.175	-.175	-.216	.249
	Sig. (2-tailed)	.299	.417	.299	.299	.478	.122	.491	.568	.299	.122		.115	.417	.491	.478	.645	.645	.354	.417	.417	.020	.797	.354	.354	.251	.185
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q12	Pearson Correlation	.111	.049	-.250	.111	.049	-.134	.111	-.208	.111	.200	.294	1	.049	-.167	-.196	-.224	.000	.000	-.196	.049	.049	-.042	.224	.000	-.079	.150
	Sig. (2-tailed)	.559	.797	.183	.559	.797	.481	.559	.271	.559	.288	.115		.797	.379	.299	.235	1.000	1.000	.299	.797	.797	.827	.235	1.000	.679	.429
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q13	Pearson Correlation	-.131	.135	.049	-.131	-.154	-.105	-.131	-.095	-.131	-.105	-.154	.049	1	.196	.423*	.088	.088	.351	.423*	-.154	-.154	.049	.088	-.175	.015	.249
	Sig. (2-tailed)	.491	.478	.797	.491	.417	.581	.491	.618	.491	.581	.417	.797		.299	.020	.645	.645	.057	.020	.417	.417	.797	.645	.354	.935	.185
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q14	Pearson Correlation	.259	-.131	.389*	-.111	-.131	-.089	.259	.208	-.111	-.089	-.131	-.167	.196	1	.196	.149	.149	.447*	.196	-.131	-.131	.389*	.149	-.149	.079	.489**
	Sig. (2-tailed)	.167	.491	.034	.559	.491	.640	.167	.271	.559	.640	.491	.379	.299		.299	.432	.432	.013	.299	.491	.491	.034	.432	.432	.679	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q15	Pearson Correlation	-.131	-.154	.049	-.131	-.154	.288	-.131	.109	-.131	-.105	.135	-.196	.423*	.196	1	.088	.088	.088	.423*	-.154	-.154	.049	-.175	-.175	.015	.199
	Sig. (2-tailed)	.491	.417	.797	.491	.417	.122	.491	.568	.491	.581	.478	.299	.020	.299		.645	.645	.645	.020	.417	.417	.797	.354	.354	.935	.291
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q16	Pearson Correlation	.149	-.175	.224	-.149	-.175	-.120	-.149	.031	-.149	-.120	.088	-.224	.088	.149	.088	1	.040	.040	.088	-.175	.351	.224	.040	-.200	-.035	.194
	Sig. (2-tailed)	.432	.354	.235	.432	.354	.529	.432	.871	.432	.529	.645	.235	.645	.432	.645		.834	.834	.645	.354	.057	.235	.834	.289	.853	.305
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q17	Pearson Correlation	-.149	.088	.000	-.149	.351	-.120	.149	-.155	-.149	.239	.088	.000	.088	.149	.088	.040	1	.280	.351	-.175	.088	-.224	-.200	.040	-.247	.239
	Sig. (2-tailed)	.432	.645	1.000	.432	.057	.529	.432	.414	.432	.203	.645	1.000	.645	.432	.645	.834		.134	.057	.354	.645	.235	.289	.834	.189	.204
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q18	Pearson Correlation	-.149	-.175	.224	.149	-.175	-.120	.149	-.155	-.149	-.120	-.175	.000	.351	.447*	.088	.040	.280	1	.351	-.175	.088	.000	.280	-.200	.176	.373*
	Sig. (2-tailed)	.432	.354	.235	.432	.354	.529	.432	.414	.432	.529	.354	1.000	.057	.013	.645	.834	.134		.057	.354	.645	1.000	.134	.289	.352	.042
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q19	Pearson Correlation	-.131	-.154	.294	.196	-.154	-.105	.196	-.095	.196	-.105	-.154	-.196	.423*	.196	.423*	.088	.351	.351	1	-.154	-.154	.049	-.175	.088	.247	.445*
	Sig. (2-tailed)	.491	.417	.115	.299	.417	.581	.299	.618	.299	.581	.417	.299	.020	.299	.020	.645	.057	.057		.417	.417	.797	.354	.645	.188	.014
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q20	Pearson Correlation	-.131	.423*	.049	-.131	.135	.288	-.131	-.095	.196	-.105	-.154	.049	-.154	-.131	-.154	-.175	-.175	-.175	-.154	1	-.154	-.196	.088	-.175	-.216	-.095
	Sig. (2-tailed)	.491	.020	.797	.491	.478	.122	.491	.618	.299	.581	.417	.797	.417	.491	.417	.354	.354	.354	.417		.417	.299	.645	.354	.251	.618
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q21	Pearson Correlation	.196	-.154	-.196	.196	.135	-.105	-.131	.109	-.131	-.105	.423*	.049	-.154	-.131	-.154	.351	.088	.088	-.154	-.154	1	.294	-.175	-.175	.015	.199
	Sig. (2-tailed)	.299	.417	.299	.299	.478	.581	.491	.568	.491	.581	.020	.797	.417	.491	.417	.057	.645	.645	.417	.417		.115	.354	.354	.935	.291
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q22	Pearson Correlation	.389*	-.196	-.042	-.167	-.196	-.134	.389*	.657**	-.167	-.134	.049	-.042	.049	.389*	.049	.224	-.224	.000	.049	-.196	.294	1	.224	.000	.315	.525**
	Sig. (2-tailed)	.034	.299	.827	.379	.299	.481	.034	.000	.379	.481	.797	.827	.797	.034	.797	.235	.235	1.000	.797	.299	.115		.235	1.000	.090	.003
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q23	Pearson Correlation	-.149	-.175	.224	-.149	.088	-.120	.149	.217	.149	-.120	-.175	.224	.088	.149	-.175	.040	-.200	.280	-.175	.088	-.175	.224	1	.040	.176	.328
	Sig. (2-tailed)	.432	.354	.235	.432	.645	.529	.432	.250	.432	.529	.354	.235	.645	.432	.354	.834	.289	.134	.354	.645	.354	.235		.834	.352	.077
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q24	Pearson Correlation	-.149	-.175	.224	.149	-.175	-.120	.149	.031	.149	-.120	-.175	.000	-.175	-.149	-.175	-.200	.040	-.200	.088	-.175	-.175	.000	.040	1	.388*	.060
	Sig. (2-tailed)	.432	.354	.235	.432	.354	.529	.432	.871	.432	.529	.354	1.000	.354	.432	.354	.289	.834	.289	.645	.354	.354	1.000	.834		.034	.754
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Q25	Pearson Correlation	-.184	-.216	.118	.342	-.216	-.147	.079	.071	.079	-.147	-.216	-.079	.015	.079	.015	-.035	-.247	.176	.247	-.216	.015	.315	.176	.388*	1	.310
	Sig. (2-tailed)	.331	.251	.534	.065	.251	.437	.679	.710	.679	.437	.251	.679	.935	.679	.935	.853	.189	.352	.188	.251	.935	.090	.352	.034		.095
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.100	-.095	.317	.211	.052	-.098	.267	.413*	.267	.169	.249	.150	.249	.489**	.199	.194	.239	.373*	.445*	-.095	.199	.525**	.328	.060	.310	1
	Sig. (2-tailed)	.599	.618	.088	.263	.784	.606	.154	.023	.154	.371	.185	.429	.185	.006	.291	.305	.204	.042	.014	.618	.291	.003	.077	.754	.095	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Reliability Test

Based on taken decision in reliability is if alpha value more large from r table then inquiry items which used is reliable or consistent, the other way if alpha value more little from r table then inquiry items which used is not reliable or not consistent. In conclusion, the realiability of the question items has high reliability.

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.130
		N of Items	11[a]
	Part 2	Value	.473
		N of Items	11[b]
	Total N of Items		22
Correlation Between Forms			.177
Spearman-Brown Coefficient	Equal Length		.301
	Unequal Length		.301
Guttman Split-Half Coefficient			.291

a. The items are: Q1, Q3, Q4, Q5, Q7, Q8, Q9, Q10, Q11, Q12, Q13.

b. The items are: Q14, Q15, Q16, Q17, Q18, Q19, Q21, Q22, Q23, Q24, Q25.

In this research, the result of computing the t-test shows that the t-observed is higher than t-table or it can be showed as follow : t-observed is 16,15 and t-table is 2.00. It means that t-observed is the higher than t-table (16.15<2.00) with df 68 at the level of significance α=0,025. Thus, the alternative hypothesis (Ha) is accepted. It can conclude that in the teaching and learning process by using QAR Strategy in reading descriptive text is effective to use.

CONCLUSIONS

After the researcher has analysis the data, conclusion can be drawn as following : Based on the findings, it was found that there was any significant effect of using Question Answer Relationship Strategy on the students reading comprehension which was proven from the result of the test (t-test > t-table) from significant 5% (16.15 > 2.00) it means that null hypothesis is rejected and alternative hypothesis is accepted.

Finally, after complete all the process of research for a few times from collecting the data into analyse the data based on all the theories that the researcher used in this research, at the end of this research the researcher can concluded that the used of QAR Strategy on Students Reading Comprehension in Descriptive Text has a significance effect.

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