

The Effect of Question Answer Relationship (QAR) Strategy in Enhancing Students' Reading Comprehension

Meita Anggrain

IAIN Bengkulu

meitaanggraini12@gmail.com

Zelvia Liska Afriani²,

IAIN Bengkulu

zelviaafriani20@gmail.com

Riswanto³

IAIN Bengkulu

riswanto@iainbengkulu.ac.id

Corresponding email: zelviaafriani20@gmail.com

Abstract

The aim of this study was to find out the effect of Question Answer Relationship (QAR) strategy in increasing students' reading comprehension. The method used in this research was a quasi experimental design. The sample of this study was 30 students of X hospitality accommodation at SMK Yadika Model Lubuk Linggau. They were selected by using the purposive sampling method. They were divided into two classes, 15 students as a experimental class who were taught using Question Answer Relationship Strategy and 15 others as a control class who were not taught by using QAR Strategy. In collecting data, the researchers provide tests twice, namely pre-test and post-test. Before conducting the post-test the, researcher gave three treatments in the experimental and control classes with different teaching techniques. The instrument used in this study was 20 multiple choice questions about narrative texts that had been declared valid. The data obtained from pre-test and post-test were analyzed by using t-test. The result of the t-table was 1.76 and the result of the t-test was 2.690. It revealed that the t-test is bigger than the t-table ($2.690 > 1.76$). Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In brief, QAR Relationship Strategy can be one of effective ways in teaching reading for tenth grade students.

Keywords: *Question Answer Relationship (QAR), Strategy, Reading Comprehension*

Introduction

Reading is one of English language skills that plays a significant role in facilitating the students to learn a foreign language. By mastering reading, students can get much information, new ideas, and insight for what they have read (Mart, 2012; Martina, et al. 2020; Martina, et al. 2020; Wibowo, et al. 2020). Harmer (1998) also states that reading can be very useful especially for language students as an exposure to English (provided students understand it more or less). It is also unavoidable for them since they are demanded to meet with the subjects that

requires them to read and learn which can be from books, journals, newspapers, magazine, novel, even articles. By reading books or English texts, they can easily learn English, such as knowing more new vocabulary, idioms, phrases etc. Students must be intensively doing this activity to improve their English skills. In other words, activities of reading can bring many worthwhile for the students, for instance to get information, pleasure and knowledge.

According to Alyousef (2006), "Reading can be seen as an 'interactive' process between a reader and a text which lead to automaticity or reading fluency" (p. 64). In the process of reading, the reader needs to comprehend the text. Pang et.al in Resolusi (2015) defines comprehension as a method of deriving meaning from the related text. It includes comprehension of the term vocabulary as well as thought and reasoning. Consequently, reading comprehension is not a passive, but an active operation. The reader actively engages in the construction of meaning with the text. This successful involvement requires the use of prior knowledge.

Pang, Muaka, Bernhardt and Kamil (2003) define reading comprehension as an active process of constructing meaning from connected text that involve word knowledge as well as thinking and reasoning. It is also supported by Ahmadi (2017) that said it may be a human activity procedure within which readers act with the text as their information is activated. When the reader comprehends a passage, there will be a process of extracting and constructing the meaning of the passage by interacting and engaging to the reading text. In the process of reading, it is important to consider the effectiveness and efficiency of reading (Bell & McCalum, 2015). Hence, it is needed to reserve a room more on several primary reading skills. These include mainly identification of topics, main ideas, and details. In understanding a passage, the reader needs to know the topic, main idea, and the detail of a passage. As a result, after understanding the writer's idea, the contents of the text will be known by the readers. In other words, reading comprehension is the ability to understand what the readers read.

Reading comprehension is essential in education since it is the goal that must be reached in teaching English based on Indonesian curriculum (Poedjuastutie, Akhyar, Hidayati, & Gasmi, 2018). Therefore, English teachers should consider some aspects that must be prepared to students in teaching reading comprehension, such as teaching strategies, teaching materials, students' motivation, etc. The

important aspect is teaching strategy because through strategy that used in a learning process will make the reading activity as effective as possible.

In fact, a research conducted by Zulya, Nurweni, and Putrawan (2017) in MTS 2 Lampung Selatan, was found that the teachers still use a conventional way to teach English especially reading where the students did not really understand, and then, got bored easily when they faced reading texts. The students had lack in mastering English skills especially in reading. They had no interest in reading English texts which made them difficult to understand the meaning of texts they read so that they faced some difficulties in answering comprehension questions of reading test. To solve these problems, the researchers conducted Question Answer Relationship (QAR) strategy in enhancing students' reading comprehension of narrative text.

Based on the interview done with an English Teacher in Vocational High School or Sekolah Menengah Kejuruan (SMK) of Yadika model Lubuk Linggau, she stated that the students had some problems in reading comprehension. First, the researchers found that the students had a low ability in reading. They usually faced difficulties in comprehending reading texts. As a matter of fact, they got low scores in English subject. The problems could be caused due to several factors such as students' low motivation in learning, teachers' unvaried and unchallenging techniques. Second, there were no innovative activities in learning English. Third, the students had lack of vocabulary. They were hard to find out the meaning of the text given by the teacher. Some students argued that it made them bored to do the activities at class. Consequently, they were not interested in reading, and uncomfortable to read the text. Fourth, the students had limited knowledge and experience. They were unable to explain topic and main idea of a text, predict the meaning of a text, and check and answer questions as well. Fifth, reading materials selected by the teacher were inappropriate. The teacher only used one textbook and was rarely used other sources. The last, the teacher had monotonous teaching method.

Related to the problems above, the researchers were interested in overcoming the problems by applying a particular strategy in the teaching-learning process to help the students comprehend the texts better. The strategy proposed in this study is Question-Answer Relationship (QAR). It refers to a series of instructional activities that help students figure out how to go about answering questions based

on a given text and understand different types of questioning and the relationship between questions and answers.

QAR strategy was developed by Raphael in 1986. The original of QAR program was based on the Pearson and Johnson (1978) question taxonomy. The taxonomy's creators proposed that questions should not be identified in isolation, but rather in relation to both the text being read and the reader's background knowledge. It was designed as a means for students to know the relationship between answers and questions directly through the types of question. QAR strategy helps students to consider information obtained by text or their own background knowledge. This strategy aims to elaborating students' thinking of processes. It develops their metacognitive abilities to understand different types of questioning and the relationship between the question and answer. This is where the difference between QARs with conventional question answer frequently used in the Reading test. Preszler (2005) explains that this strategy could be a reading strategy that is extensively used to assist students' comprehension and it is not only used as tool test methods but also as a medium to monitor students' understanding. It helps the students to identify different types of questions and recognize how the questions and answer were correlated each other.

One of the texts that the researchers concentrated in this research was narrative text. It was suitable with the curriculum that the teacher taught for tenth graders. According to Rebecca (2003), narrative text is a text which tells about a story and that has purposes to amuse, entertain, or inform the reader or listener. The structure of narrative text consists of orientation, complication, sequence of events, resolution and coda/moral value.

Based on the explanation above, the researchers tried to help students' difficulty on reading comprehension especially in narrative text by using Question Answer Relationship. The goal of this strategy is ultimately on the students' understanding on the content of reading through the question answer itself. Thus, this strategy is not only used as a tool to measure students' understanding but also as a medium to monitor their understanding.

For this reason, the researchers were interested in carrying out a research entitled: *"The use of Question Answer Relationship (QAR) strategy in enhancing students Reading Comprehension: A Quasi Experimental Research at tenth grade students of SMK Yadika Model Lubuk Linggau in academic year 2019/2020"*.

Research Methodology

The researchers used a quasi-experimental research design in conducting this study. In a quasi-experimental research, there are two variables used, they are independent and dependent. The researchers used QAR Strategy as independent variable and student reading comprehension as a dependent variable. In this group design, the researchers cannot create the group artificially because of the availability of participants or because of the setting that prohibits creating groups. The researchers used two groups which are experimental and control groups. Experimental group is a group that uses QAR strategy in teaching and learning process, while the control group used a conventional method. Before giving the treatment, a pretest for each group was given by the researchers in order to see the level of students' qualification. After the treatment, a post-test was given to both groups in order to know the students' reading comprehension score.

Participants and setting

In this research, the population of the research included all tenth grade students of the SMK Yadika Model Lubuk Linggau in the academic year of 2019/2020. There are 150 students distributed into five classes which consist of more or less 30 students of each class. The samples of this research were 30 students consisting of 2 classes namely experimental class and control class SMK Yadika Model Lubuk Linggau. In order to take a sample for this study, the researchers used purposive sampling. The researchers handpicked the cases to be included in the sample on the basis of their judgment of their typicality. In this research the researchers took thirty students as the sample. There were fifteen students who were included into experimental group and fifteen students in control group.

Instruments

The instrument of this research was a reading test in the form of multiple choice items. The total numbers of items are twenty. There are four options, (A, B, C, D, E) for each question. The items were based on the curriculum and materials that have been learned. The students were asked to answer the questions by choosing the appropriate answers on their answer sheets. It aims to measure students' reading comprehension.

Data Analysis Procedures

Research procedures used in this study were divided into three stages, namely pre-test, treatment, and post-test. Pre-test was used for both groups, and

then the researchers gave different treatments for both groups. The last step, the two groups were given a post-test. After that the data were analyzed by using SPSS 26.0 windows.

Findings and Discussion

Findings

The results obtained from scores of pre-test and post-test applied in the control group and experimental group. In this study, the data must be normally distributed. If the data was not normally distributed, then the t-test cannot be continued. The distribution is normal if the significant level > 0.05 , whereas if the level significant < 0.05 , the distribution is abnormal. The researchers analyzed normality distribution test by using one-sample Kolmogorov- Smirnov test. The result of the calculating the normal distribution revealed that the probability of the experimental and the control group were 0.200. It means that the result is higher than the level of significance 0.05 ($p > 0.05$). It showed that the scores of the experimental and the control groups were normally distributed.

In order to verify the hypothesis proposed, the statistical analyses were applied. The t-test was used for both paired sample t-test and independent sample, t-test in which paired t-test was used to find out whether there were significant differences in students reading comprehension achievement before and after the treatment in the experimental and control group; meanwhile, independent sample t-test was applied in order to find out whether or not there was significant difference in students reading comprehension achievement between the experimental and control group.

Paired sample t-test analysis

Table: 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment	52.67	15	8.633	2.229
	Post-Test Experiment	73.00	15	7.512	1.940
Pair 2	Pre-Test Control	50.33	15	8.756	2.261
	Post-Test Control	64.00	15	10.556	2.726

Based on the paired sample statistic table above, pair 1 showed the mean of reading comprehension pre-test in the experimental group was 52.67 and the standard deviation was 8.633. The mean of reading comprehension post-test in the experimental group was 73.00 and the standard deviation was 7.512. While in pair 2, the mean of reading comprehension pre-test in the control group was 50.33 and the standard deviation was 8.756. The mean of reading comprehension post-test in the control group was 64.00 and the standard deviation was 10.556.

Table: 2 Paired Sample Test

		Mean	Std. Deviation	Std. Error Mean	Paired Differences		T	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	20.333	8.958	2.313	-25.294	-15.373	8.792	14	.000
Pair 2	Pre-Test Control - Post-Test Control	13.667	10.431	2.693	-19.443	-7.890	5.074	14	.000

The result of the paired sample t-test, paired sample difference in mean between pretest and posttest of reading comprehension achievement in the experimental group was 20.333 with standard deviation of 8.958 and t- obtained was 8.792 at the significant level of 0,05 and the degree of freedom 14 and the critical value of t-table for tailed test was 1.76. From the table above, it can be seen that t- obtained 13.84 was higher than the critical value of t-table 1.76, It can be stated that the research hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. It means that there was significant difference in reading comprehension achievement within the students in the experimental group, who were taught by using Question Answer Relationship strategy and those who were not.

Moreover, paired sample difference in mean between pretest and posttest of reading comprehension achievement in the control group was 13.667 with standard deviation of 10.43 and t- obtained was 5.074 at the significant level of 0,05 and the degree of freedom 14 and the critical value of t-table for tailed test was

1.76. It means that t-obtained 5.074 was higher than the critical value of t-table 1.76, It can be stated that the research hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected. As a result, there was significant difference in reading comprehension achievement within the students in the control group.

Independent sample t-test analysis of students' reading comprehension achievement

Table: 3 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	1.744	.197	2.690	28	.012	9.000	3.345	2.148	15.852
	Equal variances not assumed			2.690	25.285	.012	9.000	3.345	2.114	15.886

Based on the table above, the value of t-obtained was 2.690 at the significant level 0.05 in two tailed testing with Df was 28, where critical value of t-table was 1.76, since the value t-obtained 2.690 was higher than the critical value of t-table (1.76), Ha Question Answer Relationship Strategy is accepted and Ho was rejected. It means that there was significant difference in students' reading comprehension achievement who were taught by using QAR and those who were not.

Discussion

From the result, it can be seen that the result of students' post-test was higher than the result of pre-test. After doing the post test, the result showed a statically significant difference in students reading comprehension achievement that who were taught by using QAR strategy and those who were not. The means score of post-test in the experimental group was 73.00 and in the control group was 64.00. It means score of post-test in the experimental group was higher than the score in control group. It was understood that QAR strategy gave significant differences on

students' reading comprehension achievement between the students who were taught by using QAR strategy and those who were not.

The mean post-test of experimental group was compared to mean of control group. The result showed that the value t-count 2,690 was higher than t table 1,76. It means that there were significant differences on students reading comprehension achievement between both of group. These showed that QAR strategy could give a significant contribution in enhancing the tenth grade students' reading comprehension at SMK Yadika Model Lubuk Linggau.

From the data analysis, the students' ability in comprehending narrative text was influenced by Question Answer Relationship (QAR) strategy. The students were interested to discuss the topic of the text because the strategy can guide them to find the answer of the text by using the questions related to the text. The use of QAR strategy in teaching reading comprehension made students work cooperatively, think aloud, become strategic readers, think creatively. The students consider the information from the text and their own knowledge then combine it. So, it helps them to be more proficient to find out main idea and supporting detail of the text.

Conclusion and Suggestion

Question Answer Relationship activities significantly influenced students' reading comprehension in narrative text on the tenth grade students of SMK Yadika Lubuk Linggau in the academic year of. There was significant difference of students reading comprehension who were taught by using QAR (Question Answer Relationship) strategy and those who were not. The students in the experimental group could improve their reading comprehension significantly. Their better achievement in reading comprehension can be seen based on the scores of the post-test which were higher than the score of pre-test. The result of the test was analyzed by using t-test formula (paired sample). In addition, based on data analysis the researchers found that t-count 2.690 was higher than t-table 1.76. So, H_a was accepted and H_o was rejected. It means that there was significant difference in students' reading comprehension achievement who were taught by using QAR strategy and those who were not. It can be concluded that there was a significant difference of QAR strategy on students reading comprehension.

The researchers would like to suggest QAR Strategy to be applied at Vocational High School or even Senior High School, especially at SMA Yadika Model

Lubuk Linggau, in order to enhance the students' reading comprehension of narrative text. In addition, this strategy made the students become more active to share their ideas. Therefore, it is suggested for English teachers to choose QAR strategy as a model to help the students in comprehending reading texts, especially narrative text.

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