

The Effect of QAR (Question-Answer Relationships) Strategy to Improve Students' Reading Comprehension

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ABSTRACT

The goal of the QAR strategy is helping the students in reading comprehension actively by analyzing various steps of questions. QAR (Question-Answer Relationships), which helps the students to answer the question based on the text. QAR is the best strategy that helps students in answering question and comprehending the text more effectively. This research was an experimental research. It was conducted at Pondok Pesantren Miftahul Muarrif which located on kampar regency. The population of this research was the eight year students of Pondok Pesantren Miftahul Muarrif in the second semester. They consisted of 123 students, which divided into 3 classes. The reason to choose eight year students in using QAR technique was this technique appropriate to intermediate level of students. This research focuses of QAR Strategy on students' Reading Comprehension. The instrument of this research is reading test. The data collection technique that writer used to analyzed data is t-test. The result of this study is taken from the quantitative data. It can be seen that there is improvement from the score pre-test (47.9) to that of post test (74,82) for experimental class and also the t-table 1.99 is smaller than t-observed 12.4. Moreover, it can be seen that after being taught by using QAR (Question-Answer Relationship) strategy, there is increasing of the students' reading comprehension and they can answer the question with more efficiently. The students can analyze how and where to answer the question effectively The results of these tests were taken as data of this research.

Keywords: *Question-Answer Relationships Strategy, Reading Comprehension*

INTRODUCTION

Reading is one of the language skills that should be mastered by the students. And also for junior high school students like in Pondok Pesantren Miftahul Muarrif that have studied reading since the first year of school. Moreover, reading is also the main reason of why students learn the language. Therefore, the main goal of teaching reading at junior high school students is to enable them to read the books, articles, or any other text written in English. Furthermore, the goal of reading is also to find the meaning of what they have read and answer questions based on the reading text. The ability to comprehend something from reading material for students who learn foreign language need to be improved.

The aims of teaching reading are to develop students' ability to read the material, to get information and to understanding about the text. The aims of teaching reading for the reader are to comprehend and to react to what is written. Therefore, their skill is not easy to be mastered, because the reader should have an ability to

comprehend the author's message, the main idea, guessing vocabulary in context, and also finding reference and inference. The students should be able to read the English text actively, efficiently and to get information from the reading text.

Reading is an activity to get knowledge or information from written text is one of the skills that can be taught to the students by using many kinds of strategies. One of them is QAR (Question-Answer Relationships), which helps the students to answer the question based on the text. QAR is the best strategy that helps students in answering question and comprehending the text more effectively.

According to Raphael (1986:1) Question-Answer Relationships (QAR) is a strategy that enables that the reader to determine the type of questions being asked and where to find the information needed to answer the question.

In this strategy, students follow some steps, they are right there, think and search, author and reader, and on the students own. QAR strategy is easy to do because it is only ask the students to identify the questions that are given by the teacher.

When the students have difficulty answering questions, the teacher often assume it is because they have not read carefully. However, it may actually be that they need to be taught how to analyze a question in order to find the correct answers. The use of teacher-generated questions to probe for student comprehension of text is a strategy. Some comprehension questions can be answered readily on the basis of meaning that the reader derives from the surface structure, while other questions require the reader to create meaning by integrating conceptual information and previously acquired knowledge (Emma Cortese: 2011). QAR as a way to help students improve their ability to answer comprehension questions, the QAR procedure is based on a three-way relationship among the question, the text, and the reader's prior knowledge. The procedure helps students learn to focus on the way that questions are written, and so helps them identify and make distinctions among the sources of information they can use to answer questions. The procedure follows a gradual release model of instruction, moving from entirely teacher directed to entirely student directed.

While the majority of comprehension taxonomies assume that questions can

be classified as isolated entities, (Pearson and Johnson: 1987) developed a classification that emphasized the notion that questions do not exist in such a separate manner. They advanced three levels of questioning that are relative to the text to which they refer, as well as to the reader's knowledge base. Rather than consider question types, this perspective views questions by their implied QAR (Question-Answer Relationship). Pearson and Johnson defined Question-Answer Relationships as textually explicit (TE) if question and answer are derived from the text and the relationship between the two was explicitly stated, textually implicit (TI) if one step of inference is necessary to answer the question and both question and answer are derived from the text, and scripturally implicit (SI) if a question is derived from the text and the answer is reasonable but nontextual in nature. The Pearson and Johnson taxonomy was the first to highlight the utility of identifying question types according to their relationship to text and reader, and, in doing. So, they are focused attention on the source of information for comprehension questions-in effect, categorizing a question according to the source of information required for the response (Raphael, 1982). The importance of children's ability to effectively access appropriate sources of information for responding to questions cannot be overstated.

According to Raphael (1986:1), Question-Answer Relationship (QAR) is a great way to help student figure out how to answer the question based on the text. He states that QAR is the best strategy that helps students in answering question and comprehending the text more effectively. Question-Answer Relationship (QAR) is a strategy that enables the reader to determine the types of questions being asked and where to find the information needed to answer the questions. The QAR strategy presents a three way relationship between questions, the text content and the readers' knowledge.

METHOD

This research was an experimental research. There were two variables: independent variable and a dependent variable. The independent variable is a variable that is identified as a causal variable is taught to cause the dependent variable. Meanwhile, the dependent variable was a variable that identified as an effect, the result variable to be caused by the independent variable. In this case, the

independent variable was teaching reading text by using QAR strategy and dependent variable was the results of teaching reading by using QAR strategy. In this research, the sample was divided into two groups: an experimental group and control group. The teaching reading by using QAR strategy was as experimental group and the teaching without QAR strategy was as the control group.

FINDINGS AND DISCUSSION

Both of class which were taught by the same teacher, materials, and times as well as the post- test, they got different result. The produce differences result of these two groups can be seen in the table below.

Table 1. The Result of Pre-test

	Experimental Class	Control Class
$\sum x$	1964	1532
$\bar{x}$	47,9	38,3
S^2	211,59	113,95
S	14,54	10,67

The table above shows that the differences between experimental class and control class for the result of pre-test. Here, it can be differentiated between experimental class and control class, in term of average, variance and standard deviation.

Table 2. The Result of Post-test

	Experimental Class	Control Class
$\sum x$	3068	2320
$\bar{x}$	74,82	58
S^2	252,99	378,25
S	15,91	19,44

The table above shows that the differences between experimental class and control class for the result of post-test. Here, it can be differentiated between control class and experiment class, in term of average, variance, and standard deviation.

Table 3. The Result of Experimental Score

	Pre-test	Post-test	Increasing
$\bar{x}$	47,9	74,82	26,92
S^2	212,09	252,99	40,9
S	14,75	15,91	1,16
High	72	100	28
Low	16	32	16

The table above explained that there is an increasing of students' test result average, variance, standard of deviation, highest score and lowest score of experimental class by using QAR (Question Answer Relationship) strategy to improve students reading comprehension than traditional method from pre-test and

post-test. After finding the average score and standard deviation of students' pre-test and post-test score, the writer found that null hypothesis is accepted or rejected, the following formula used:

$$\begin{aligned}
 S(X_2-X_1) &= \sqrt{\left[\frac{SD2}{\sqrt{N}} + \frac{SD1}{\sqrt{N}}\right]} \\
 &= \sqrt{\frac{15,91}{\sqrt{41}} + \frac{14,54}{\sqrt{41}}} \\
 &= \sqrt{2,48 + 2,27} \\
 &= 2,17 \\
 t_{\text{obs}} &= \frac{X_2-X_1}{S(X_2-X_1)} \\
 &= \frac{74,82-47,9}{2,17} \\
 &= \frac{26,92}{2,17} \\
 &= 12,4 \\
 Df &= (n_1-1)+(n_2-1) \\
 &= 40+39 \\
 &= 79
 \end{aligned}$$

It was found that $t_{\text{observation}}$ was 12,4 and t_{table} on the of significant 1% with degree of freedom (df)=79 was 2,64 and on the level significant 5% with degree of freedom (df)=79 was 1,99. It seen that $t_{\text{obs}} > t_t$. It means that by using QAR (Question-Answer Relationship) strategy give positive improvement to the students' reading comprehension. Therefore the null hypothesis is rejected and alternative hypothesis is accepted. It means that there is a significant effect of using QAR strategy to improve the students' reading comprehension at Pondok Pesantren Miftahul Muarrif.

DISCUSSION

From the table of pre-test, it can be seen that there was difference result of tests for two classes after treatment. The mean score for pre-test in experimental class was 47.9, while the post-test was 74.82. The $t_o = 12.4$ was bigger that $t_t = 1.99$ for the level significant 5%.

As the result based on the hypothesis testing, the hypothesis that accepted was alternative hypothesis. It means that there is a significant effect of using QAR strategy to improve the students' reading comprehension at Pondok Pesantren Miftahul Muarrif.

Based on the result above, the writer used 10% of samples as representatives of this research finding. Feri Handrianto got score 72 in the pre-test, when the writer gave treatment and some exercises, he got score 76, 64, 80 and the post test score was 96. M. Alan got score 64 in the pre-test, when the writer gave treatment and some exercises, he got score 82, 60, 90 and the post test score was 88. M. Juarno Saputra got score 68 in the pre-test, in the treatment M. Juarno got score 72, 76, 80 in his exercises and for the post test he got score 84. Sarah Herawati got score 56 in the pre test, when the writer gave treatment and some exercises, she got score 62, 82, 90 and for the post-test score she got score 92. After the writer gives the description of the representatives data above, it can be seen from the score that were gotten by the students and there is improvement after the writer gave QAR (Question-Answer Relationships) strategy.

The writer gave the questions based on 5 indicators in reading comprehension. They are finding factual information, finding main idea, finding vocabulary in the context, identify reference and inference. Most of the samples can answer the easy question that belong to right there level and also belong to finding factual information. Example of the question is "What did the girl do everyday?" (see on appendix 2 number 1) . This question is easy to answer because the answer easily found in the text and the exact words for the questions and answers are located in the same sentences and the answer of this question is "d. she put make up and wore her best clothes".

Although right there questions were easy to answer, the students can answer another questions. For example, "what is the main idea of the first paragraph?" (see on appendix 2 number 17) this question was belong to think and search level. In this level the students should to put together different pieces of information to find its answer. The words for the question and the words for the answer are not found in the same sentence. And the answer may come from different places. So, to answer this question, the students need to think it and then search it in

the text. The answer for this question was “b. there was an earthquake when the writer driving from his vocation to Bali”.

Then, for the author and me level. The students also did not meet difficulties to answer it. For example, “after you finishing reading text above, what is the conclusion of the story?” (see on appendix 2 number 5). This question was belonging to author and me. In this level the answer is not in the text. The students need to think about what they already know (prior knowledge), the students must know what the author wants to tell from the text. The answer for this question was “c. the girl becomes a big stone because she was cruel with her mother”.

The last, for the on my own level. The students can analyze it well. For example, “you are foolish”, said the monkey. The underlined word means...” (see on appendix 2 number 13). This question was belonging to on my own level and to answer this question the students should know that this question was not in the text. The students can answer the question without reading the text. The students need to use their own experience and based on their prior knowledge. The answer for this question was “a. stupid”.

So that analyzing questions based on the level of QAR is useful for the students and can helps the students to know how and where the to answer for the questions. The students can answer the questions more efficiently and effectively

CONCLUSION

Based on the result of the data analysis in chapter IV, the writer draws conclusions as follow:

The result of this study is taken from the quantitative data. It can be seen that there is improvement from the score pre-test (47.9) to that of post test (74,82) for experimental class and also the t-table 1.99 is smaller than t-observed 12.4. Moreover, it can be seen that after being taught by using QAR (Question-Answer Relationship) strategy, there is increasing of the students’ reading comprehension and they can answer the question with more efficiently. The students can analyze how and where to answer the question effectively.

Meanwhile, as the description of the research finding, the writer got from representatives data, there was improvement after the writer gave the students QAR

(Question-Answer Relationships) strategy and it can be seen from the improvement score from pre-test into post-test that got by the students.

The conclusion of the research are: 1) QAR (Question-Answer Relationships) strategy gives significant effect in improving students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarrif. 2) There is significant difference between the students' reading comprehension that taught by QAR (Question-Answer Relationship) strategy and usual strategy, in other word QAR strategy is effective to improve students' reading comprehension of the second year students at Pondok Pesantren Miftahul Muarrif. 3) After conducting QAR (Question-Answer Relationships) strategy, the second year students' reading comprehension at Pondok Pesantren Miftahul Muarrif has improved. It can be seen from the result of pre-test and post-test of the students.

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