

EMPLOYING QAR STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

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ABSTRACT

The objectives of the research was to see how Question Answer Relationship (QAR) strategy assisted students to improve their reading comprehension and describe the situation when Question Answer Relationship (QAR) strategy was employed in the reading class. The researcher was applied pre experimental design. The population was the Second Grade Students of SMPN ciptodadi in 2021/2022 Academic Year. The total number of population is 30 students. The researcher was used purposive sampling technique. relatively baseline knowledge based on their test examination average scores. The total number of sample was 30 students from class. In analyzing the numerical data, the writer was used SPSS for windows. After implementing the research, the researcher concludes that The use of Question Answer Relationship (QAR) strategy in teaching reading enriches the students' reading comprehension; it is proved by the mean score of the students' posttest. The t-test of the students' reading achievement in posttest was smaller than α ($0.000 < 0.05$). It meant that the H1 of the hypothesis was accepted

Keyword : Question Answer Relationship (QAR) strategy, Reading Comprehension

INTRODUCTION

Reading is the process of the interaction between language perception and the reader's language skill, cognitive skill, and the knowledge of the world. In this regard, reading can be defined as an active process of interaction between the reader and the information which consist in the text. Reading is also regarded as a decoding skill that is interpreting codes into ideas. In line with Nunan (2003:33), he states that reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning.

Besides that, reading always has purposes, and according to Lindeck (2011:29), Reading has two purposes:4 they are reading for pleasure and reading to carry away information. Reading for pleasure focuses on the lived-through experience of reading. They concentrate on the thought, images, feelings, and associations evoked during reading. Reading to carry away information concentrates on the public, common referents of the words and symbol in the text. Consequently, the existence of reading is very important for the life of human being. People usually say that reading is the window of the world. It is a means to see the world. Through reading, people can get the information entire the world without going anywhere. Furthermore, people can get the information from various media of communication such as internet, television, radio, newspaper, magazines and also books.

Furthermore, Richard affirms that comprehension activities may address different levels of comprehension, including literal comprehension (understanding meanings stated explicitly in a text), inferential comprehension (drawing conclusions and making predictions based on information in the text), and evaluation (making judgment about the content of a text based on personal or other values).

Reading which constitutes one of English language skills is also beneficial in English language teaching. When students read text, for instance, the text that students read can be useful to support their writing skill and enrich them with vocabularies, grammar and so on.

Related to the explanations above, the writer comes to a conclusion that reading does not merely mean to understand the meaning of words or recognize new vocabularies of English but comprehend the content of written information or message explicitly and implicitly as well. It suggests that the reader requires good comprehension to obtain message or information from the materials he or she reads. For that, he or she must equip him-/herself with reading skills including mentioning the main idea, getting explicit message, recognizing communicative function, interpreting implicit meaning, and making prediction. Then, to sustain reading comprehension, the teacher should introduce students with strategies of reading. Richards (2002:289) proposes the aim of reading strategies as follows:

1. Strategies can help the students to make their reading comprehension getting better.
2. By using strategies, the way of students read will be like that of an expert.
3. Strategies also can help students to be more active in processing the text, to control their comprehension, and make the text of reading connected with their own knowledge.

In other word, it can be concluded that the strategies of reading help students to improve their performance on test of comprehension and recall.

Based on the researcher's observation at ABA Muslim University of Indonesia, the lecturer's technique to teach reading often makes the students get bored and less motivated to join the instructional activity. Consequently, during the instructional activity, most of the students are noisy and even some of them sleep. This condition may be one of the reasons why students' reading comprehension is low.

Researcher found some students' difficulties in reading comprehension: (1) students have difficulty to identify explicit information in a text; (2) students have difficulty to comprehend the text as they lack of vocabulary; (3) students are unable to find the main idea in a paragraph; (4) and students are unable to infer the meaning of the text. Besides, the researcher found (1) they come to reading class reluctantly (2) they chat each other in the class; (3) they have no response when they are asked questions. All of the facts above indicated the class is not an inspiring class.

The problem above may be caused by several factors; could be the students or teacher. Based on my informal interview, (1) the students' vocabulary mastery was poor, so the students had difficulty to comprehend the text. Besides, the students have lack of motivation in language learning since the students get bored

with teaching method used by teacher; (2) in the process of teaching learning, the teacher seldom gave motivation to the students. So it made students unmotivated to join the instructional process. Furthermore, the teacher still used conventional method in the process of teaching learning. In addition, the lecturer still dominated the class by using English as the medium all the time. So that, it made the students didn't understand what the lecturer said. As the result, student' reading comprehension is not satisfying.

Besides, the fact that the students' reading comprehension is low, it can be associated with students less recognizing how to find the answer of comprehension questions. The students often assume that the answer of every question can only be found in the text, whereas, the answer of questions, sometime, can only be found in the readers' head.

Considering the reasons above, the writer is interested in implementing a strategy of comprehension proposed by Raphael (1986:516–522): Question-Answer Relationships (QAR). The strategy is aimed at improving students reading comprehension skill. It helps students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. Even more important in understanding where the answer will come from.

Essentially, QAR teaches students three comprehension strategies: (a) locating information, (b) determining text structures and how they convey information, and (c) determining when an inference is required⁸. Using QAR Strategy, students will be able to recognize possible answer locations by classifying questions by type as well as monitor their comprehension of the text. Furthermore, by implementing QAR, students are stimulated to think critically as the technique involves high-quality level of questions. In addition, Klingner Janette K, Sharon Vaughn & Alison Boardman state that the QAR framework was chosen for the professional development initiative because a common practice for students to be asked to respond to questions in the text. QAR Strategy gives a framework for thinking about these questions and provides students with the tools and language for identifying the relationships between text and questions. QAR cannot only guide classroom reading discussion but also assist students in becoming more strategic, or metacognitive, in their reading

METHOD OF THE RESEARCH

In this research, the researcher was applied pre experimental and there is no possibility for the researcher to randomize them as the sample of the research. The consideration is relevant to the statement of (Gay, et al. 2006:258). The research design was used pre-experimental research with one group pre-test and post-test. The researcher was used purposive sampling technique. The researcher uses this technique because all the members of the selected had similar characteristic and the same relatively baseline knowledge based on their test examination average scores. The total number of samples was 30 students. In collecting the data, the instrument was reading test. The reading tests will be administered in the pretest and posttest. The instrument was intended to measure the students' enrichment of

reading comprehension. Calculating the mean score, finding out the standard deviation of pretest and posttest, computing the frequency and the rate percentage of the students' scores and testing the hypothesis of significant difference between pre-test and post-test on some independent variable by calculating the value of Paired t-test using SPSS version 16.0 for Windows Evaluation Version.

FINDINGS AND DISCUSSIONS

Findings

The Interpretation of the Result of Students' Achievement Test.

This section deals with the presentation and the elaboration of data about pretest and posttest, and the students' improvement in reading comprehension before and after employing treatments. In addition, mean score of pretest and posttest, and standard deviation of pretest and posttest as consideration in this research is also explored further. The detailed results are provided in the further presentation of the data.

The presentation of the data in this part is obtained through the vocabulary test interpretations. The interpretations are taken from mean score, standard deviation, frequency, and any other supporting source of statistical elements.

1. Scoring classification of the students' pre-test.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into six levels based on Puskur (2006:35). The following table is the students' pretest score and percentage of experimental and control group.

Table 1 The Percentage of Students' Pretest Score

Classification	Score	Frequency	Percentage
Very Good	81-100	0	0
Good	61-80	9	30
Fair	41-60	15	50
Poor	21-40	5	20
Very Poor	1-20	0	0
Total		30	100

Based on the data in Table 1, pre-test showed that out of 30 students, there was no student of them categorized as very good. There were 9 (30%) students yielded good. In the next level categorized as fair which was by 15 (50%) students. There were 5 (20%) students positioned in category of poor and there were no students in category very poor.

2. The mean score and standard deviation of students' pretest.

Before the treatments were performed, the researcher was given pretest to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students at the same level or not.

After calculating the result of the students' pretest, the mean score and standard deviation are presented in the following table.

Table 2 The Mean Score and Standard Deviation of Students' Pretest

Mean Score	Standard Deviation
59.73	13.496

Based on the classification of reading test, the mean score of the pre-test (59.73) was considered fair with the standard deviation 13.496. It indicates that the points of the classification reached by the students are still low.

3. Scoring classification of the students' post-test.

The scores of students' reading comprehension were classified into five levels. Those scores then were tabulated and analyzed into percentage. The following table is the statistical summary of the students' posttest of both groups.

Table 3 The Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Very Good	81-100	11	37
Good	61-80	19	63
Fair	41-60	0	0
Poor	21-40	0	0
Very Poor	1-20	0	0
Total		30	100

From the classification, the scores, and the rate percentage of the posttest illustrated in the table above that out of 30 students, three of the bottom categories, fair, poor and very poor were not employed by anyone of them. There were 19 (63%) students leveled as fair. In this group, there were 11 (37%) students can gain the very good level

Based on the description above, there is a much more significant improvement of reading reached out by the students in post-test through treating those students using matching games during the research.

4. The mean score and standard deviation of students' post-test.

The result of the posttest was defined to be the way to know the mean score and the standard deviation. The following table presents the mean score and the standard deviation of post-test.

Table 4 The Mean Score and Standard Deviation of Students' Posttest

Mean Score	Standard Deviation
80.33	9.463

It can be observed in the table above that post-test was valued 80.33 for its mean score with the standard deviation obtained 9.463. It can be referred from the description about the mean score and the standard deviation for posttest. Post-test produces a better improvement or a higher achievement that turns from 59.73 in pretest to 80.33 in posttest or fair classification to good classification.

5. Test of significance (t-test).

T-test is a test to measure whether there is a significant difference between the results of the students' mean scores in the pretest and the posttest. By using inferential analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) =

0.05 and the degree of freedom (df) = 29, $N_1 - 1$, the number of students (each 30) minus 1. The following table illustrates the t-test value result:

Table 5 The Paired t-test Value of Students' Achievement

Variables	Probability Value	α	Remarks
Pre-test and Post-test	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 4.5 pretest and post-test, the researcher found that the p-value (probability value) was lower than α ($0.00 < 0.05$) and the degree of freedom was 29. The t-test value of pre-test and post-test was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the use of Question Answer Relationship (QAR) significantly enriches students' reading comprehension. It is more effective, more productive, and faster to enrich the students' reading comprehension.

Discussion

The discussion section deals with the interpretation of test result both pretest and posttest.

The Students' Reading Comprehension.

Teaching reading is showing or helping someone to learn reading or a perceptive process in which people look at and interact with the text, to understand, interpret and attain meaning to the written symbols in the text, by means of experiences both verbal and non-verbal; reading skill and knowledge of the world. In this case, teaching reading is conducted by giving instructions, guiding in the study of reading, providing with the knowledge, causing to know or understand. In teaching reading process, it comprises presenting, practicing and testing. Richards (2002:289) proposes the aim of reading strategies as follows:

1. Strategies can help the students to make their reading comprehension getting better.
2. By using strategies, the way of students read will be like that of an expert.
3. Strategies also can help students to be more active in processing the text, to control their comprehension, and make the text of reading connected with their own knowledge.

In other word, it can be concluded that the strategies of reading help students to improve their performance on test of comprehension and recall.

By using Question Answer Relationship (QAR) for teaching reading the writer hopes that the students will improve their reading comprehension and encourage their self to participate and interact in teaching and learning process. So, the students will know that English is easy to practice. Relating to collected data through the pretest and posttest, the comparison of the enrichment of students' achievement can be proved by analyzing the pretest and post-test result. It can be stated that after giving treatment by using word wall media, the mean score of the pre-test before the treatment was 59.73 and after the treatment the students gained score 80.33. In the pretest, that out of 30 students, there was no student of them categorized as very good. There were 9 (30%) students yielded

good. In the next level categorized as fair which was by 15 (50%) students. There was 5 (20%) students positioned in category of poor and there was no student in category very poor.

By noticing the result of students' pre-test, the researcher assumed that the prior knowledge of the students seems lack because the students did not have any knowledge about the test or they are not given the treatment yet by using Question Answer Relationship (QAR). There are some factors that can influence students' achievement. Slameto (1988) states that factors that influence teaching and learning process can be divided into two parts namely: internal factor and external factor. External factors consist of school factor, teaching procedure, school physical condition, curriculum, school discipline, teaching media, time schedule, and peer group. While internal factors are motivation, physical condition, students' interest, student intelligence, attitude, language aptitude, and concentration. Another factor that can influence students' achievement in pretest that is teaching media and students' attitude. Therefore, pretest was given to find out prior knowledge of students, so the researcher should treat the students by using Question Answer Relationship (QAR) as one technique to overcome the low mastery of students.

The result of posttest indicates that the use of Question Answer Relationship (QAR) gives progress significantly toward students' achievement. It means all the students could enrich their reading comprehension; it is proved by the students' mean score before and after the treatment gets increase as stated before. The reading achievement showed better post-test.

The statistical data based on the t-test through SPSS Version 16 to test the hypothesis indicated that the probability value of the class is lower than alpha (α) in which ($0.000 < 0.05$). It meant that the H_1 of the hypothesis was accepted.

Based on the findings of the research above, the researcher may point out that before giving the treatment (pretest), almost all of the students got fair and poor classification in reading comprehension. The difficulties that the students faced are especially to remember the meaning and the spelling.

Furthermore, from the researcher observation during the treatments conducted for six meetings in different topics that employed the Question Answer Relationship (QAR), the students could enrich their ability in reading comprehension. Question Answer Relationship (QAR) provided a really enjoyable atmosphere while learning.

The procedure of the treatment has an important role for the students' reading comprehension. It is proved by the enhancement of students' reading achievement after giving the treatment by using Question Answer Relationship (QAR) for four times.

CONCLUSION

Based on the research findings and discussion in the previous chapter, the researcher concludes that the use of Question Answer Relationship (QAR) in teaching enriches the students' reading comprehension; it is proved by the mean score of the students' post-test. The t-test of the students' vocabulary achievement

in post-test was smaller than α ($0.000 < 0.05$). It meant that the H1 of the hypothesis was accepted.

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