THE EFFECTIVENESS OF USING QUESTION ANSWER RELATIONSHIPS (QAR) STRATEGY IN IMPROVING STUDENTS’ READING COMPREHENSION

Fuad Muttaqin
Wardah Hayati
Raidha Asfihana

Antasari State Islamic University of Banjarmasin, Indonesia

The objective of this study was to find out the effectiveness of QAR strategy towards reading comprehension on reading text at IX grade Science students of SMA Darul Hijrah for male. The samples of this research were the IX grade Science students of SMA Darul Hijrah for male. The IX Science II class as the experimental class. The research used pre experimental research method in conducting the research. The research used saturated sampling as the technique of the sampling. This research was employed one-group pretest-posttest design. Data analysis was conducted by using t-test to test the hypothesis. The result showed that different mean score of students’ reading comprehension before being taught using QAR strategy was 61.67. Meanwhile, the mean score of students’ reading comprehension after being taught using QAR strategy was 73.67. The result of counting score using T-test showed that tcount (6.378) > ttable (2.758). The result of calculation indicated that Ha was accepted and Ho was rejected. The finding showed that the QAR strategy was effective to improve the students’ reading comprehension.
INTRODUCTION

Reading skill is categorized into receptive skill. Jeremy Harmer (2008:270), In receptive skill, there are two types of task named type 1 where students read or listen to something to get general understanding and type 2, where the purpose of those activities is to get more specific information. Although reading skill is categorized into receptive skill, it does not mean that reading is passive. When we are reading the text, we have to connect what we already know about the information that related to the passage to the words that the author has written, so that our reading will be successful.

According to Caldwell, JoAnne Schudt, (2008:4), reading comprehension as main purpose in reading, defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Means that when we are comprehending a passage, we have to extract and construct meaning from the passage by interacting and involving with the passage. Comprehending a passage is needed in order to understand the writer’s idea. After we understand the writer’s idea from the passage that we read, we will know what the text is about and how the content of the passage is.

Many researchers have used variety strategies, methods, and approaches in teaching reading comprehension, but most of them emphasize the activation of students” schemata or background knowledge in teaching reading comprehension one of the researchers, He used contemporary reading that has three procedures, pre reading, while reading, and post reading. And he wants to help the students in activating the relevant schemata in pre-reading stage by asking the students some questions to raise their interest while previewing the text. He believed comprehension is used by explicitly to know schemata through pre reading activity. Schematic knowledge is a principal determiner of how the text will be comprehend and what the students learn and remember from the text. Moreover, Shahanaz et al (2014:91) believed that enhancing Students” schemata helps them to make a correct judgments and predictions of the questions while they are reading the target passage.

Indonesia has two curriculums these was used by government they are KTSP and K13 (Kurikulum 2013), both the curriculums has basic competence is
students have to understand the meaning of the text and students have to comprehend the passage. Its mean to those curriculum that used nowadays in Indonesia, both for KTSP and K13, it can be concluded that reading comprehension is the main focus of reading activity in English, means that reading comprehension is essential in education. Students have to comprehend some types of text, such as news item, discussion text, narrative text etc. Students of Darul Hijrah Islamic Boarding School, has regulation in daily communication. They use English language and Arabic language. And also the curriculum was used by this Islamic Boarding School is KTSP. There are some of school category like SMP, MTs, SMA, and MA, but there is one class has the problem in reading comprehension, the class is XI Science II of SMA specially in answer the question of text, many of students were wrong in the answers. According to Raphael (1982: 182), when students have difficulty answering questions, we 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. From this case researcher want to give Question-Answer Relationships (QAR) strategy for helping student’s problem in reading comprehension. Question-Answer Relationships (QAR) strategy is one of strategy that had examined effective in improving reading comprehension.

QAR is a student-centered learning activity. Taffy Raphael demonstrated that students are capable of generating and answering question that enhanced their comprehension and led to independent processing. Raphael suggests teaching students to call literal questions “Right There” (In the Book category) questions because the answer can be found in the text. “think and search” (In the Book category) questions are of the inferential kind and require students think and find relevant information in the text. In my head category “Author and me” questions require students to draw conclusions about an author’s point of view, and interpretive. For the second In My Head category is “on my own” questions are based on students prior knowledge or opinion and can be answered without reading the text.

This strategy is not new in reading field. QAR strategy has been invented by Taffy Raphael since 1986. There are some researchers from some parts of the
world have employed this strategy (Jed Madlambayan 2017 and Jennifer J. Kucera 2009), and the conclusion is QAR Strategy is examined effective in improving students’ reading comprehension.

Based on the problems above, the writer argues that QAR Strategy is a strategy that will help students in improving their reading comprehension. Even, this strategy can activate students’ background knowledge which is important in reading process. Hopefully, this strategy not only will help students to comprehend a passage, but also can enrich their vocabulary and develop their higher order of thinking. The writer hopes that this study result will be beneficial to the educators. If QAR Strategy is examined effective to improve students’ reading comprehension, the educators can consider this strategy to be used in classroom in order to make students easier in comprehending a passage.

METHOD

This research used Pre-Experimental Design because there is only one class, IX Science II of Darul Hijrah Islamic Boarding School which consisted of 30 students. They have the problem in reading skill and the researcher used One-Group Pretest-Posttest Design to know the effect of QAR Strategy on students’ reading comprehension

The design of this pre-experimental research can be described as follow:

<table>
<thead>
<tr>
<th>Pretest</th>
<th>Treatment</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y₁</td>
<td>X</td>
<td>Y₂</td>
</tr>
</tbody>
</table>

Y₁: Pretest score observation of students’ reading comprehension before treated using QAR Strategy.

Y₂: Posttest score observation of students’ reading comprehension using QAR Strategy.

X: Treatment of QAR Strategy

FINDINGS AND DISCUSSIONS

Findings
Students’ Reading Comprehension Achievement before Using by QAR Strategy

The numbers of students who took the Pre-test were 30 students. The highest score in pre-test was 90 and the lowest score was 20. This test was intended to know the students’ reading comprehension achievement before students got treatment.

The data of students’ pre-test, then were arranged in the form of frequency and percentages through score’s criteria, as they were presented in the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria of Score</th>
<th>Frequency (f)</th>
<th>Percentage (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100</td>
<td>6</td>
<td>20.00%</td>
</tr>
<tr>
<td>B</td>
<td>81-90</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>C</td>
<td>71-80</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>D</td>
<td>61-70</td>
<td>11</td>
<td>36.67%</td>
</tr>
<tr>
<td>E</td>
<td>41-60</td>
<td>2</td>
<td>6.67%</td>
</tr>
<tr>
<td>F</td>
<td>0-40</td>
<td>6</td>
<td>19.99%</td>
</tr>
</tbody>
</table>

\[ \sum f = 30 \quad \sum p = 100\% \]

From the criteria in table above, it can be concluded that the students’ achievement before taught using QAR Strategy above the average was 36.67% with very good score 6.67% where the students got score range from to 81-90 with grade B and good score 6.67% where the students got score range from to 71-80 with grade C. Meanwhile, there were 23.34% with average criteria where the students got score range from to 61-70 with grade D. Furthermore, there were 13.34% with poor criteria where the students got score range from 41-60 with grade E. Finally, 20% with very poor criteria where the students only got score range from to 0-40 with grade F. From the table above, the majority of the students still got score below the average.

Students’ Achievement after Using QAR Strategy

After being given a treatment using QAR Strategy, the students were given a post test. The test was same from the pretest, both of them had the same level of difficulties. The numbers of students who took the Post-test were 30 students. The highest score in post-test was 100 and the lowest score was 40. This test was intended to know the students’ reading comprehension achievement after students got treatment. The students’ Reading comprehension achievement in post-test was
presented in table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria of Score</th>
<th>Frequency (f)</th>
<th>Percentage (p)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100</td>
<td>2</td>
<td>6.67%</td>
</tr>
<tr>
<td>B</td>
<td>81-90</td>
<td>6</td>
<td>19.99%</td>
</tr>
<tr>
<td>C</td>
<td>71-80</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>D</td>
<td>61-70</td>
<td>9</td>
<td>29.99%</td>
</tr>
<tr>
<td>E</td>
<td>41-60</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td>F</td>
<td>0-40</td>
<td>1</td>
<td>3.33%</td>
</tr>
</tbody>
</table>

\[ \sum f = 30 \quad \sum p = 100\%

From the criteria on table above, it can be concluded that the students who achieved above the average was 40% categorized as good score where the students got score range 91-100 with grade A. Meanwhile, there were 6.67% with very good criteria where the students got score range from 81-90 with grade B and 71-80 grade C. From the table above, the majority of the students got score upper the average.

**The Result of Pre-test and Post-test of One Group Experimental**

According to the result of pre-test and post-test from the experimental class, it shows that the lowest score of pre-test was 20 and the highest score was 90. Besides, the lowest score of post-test was 50 and the highest score was 100. The mean of pre-test was 61.66 and post-test 73.66. After conducting pre-test and post-test, the mean of gained score that the teacher got was 12. The mean of post-test after the students got treatment using QAR Strategy was higher than the mean of pre-test before the students got treatment.

**DISCUSSIONS**

As it was previously stated that the T-test is used to check the significant different in scores achieved by one group. The data analysis shows that t table \((5\%=2.045) < t \text{ test (6.378)} > t \text{ table (1 \%=2.758)}\). It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It shows that there is significant different score of the students’ between before and after being using QAR strategy in improving students’ reading comprehension. Based on the research method, the study is done into three steps. First step is preliminary’ study where the researcher wants to know the students’ reading comprehension skill in answering question of the text by administering a pretest. The second step is giving a treatment.
to the students. The treatment here is giving the QAR strategy. After getting treatment, the last step the researcher giving a posttest to the students.

Besides, some of student also felt that answering the QAR questions was challenging. Students thought that this strategy is new for them, because the teacher usually used questions that the answer can be found easily in the passage and do not require the students to relate their prior knowledge or experience in order to answer the questions for the students’ task. Different from question in QAR categorization, especially ‘in my head’ categorization. In order to answer those questions, students have to connect the passage with their background knowledge or experience. In fact, these questions are needed to develop the students’ higher order of thinking as mention above. Susan (2010:4) Connecting is one of skill in critical thinking. Higher order of thinking can be defined in three terms; transfer, critical thinking, and problem solving. By answering this QAR categorization questions, students also can propose their opinion. Moreover, the reading process was done individually so that they can propose their own opinion freely in their answer sheet.

The writer believed that using QAR strategy may improve students’ reading comprehension. It can be seen from the quantitative data result above. The students mean score before using QAR strategy increase more significantly than students mean score after using QAR strategy. This strategy had Improve students reading skill and it helped them in comprehending the passage. From the explanation above, the using QAR strategy in improving reading skill gives a positive effect on the students’ achievement, because they can study comprehending easily and relax without any burden. It can be done because by fun learning, information can be understood and maintained well. The description above implies that the QAR Strategy offer fun situation for the learner, so that they can learn better. Consequently, they can improve their reading comprehension through the using QAR strategy.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on The result of the calculation using t-test shows that the comparison of the students’ achievement in reading comprehension at the XI Science II is t table

**Fuad Muttaqin**

*LET: Linguistics, Literature and Language Teaching Journal  Vol.7 No.2 2017*
(5% = 2.045) < t test (6378) > t table (1 % = 2.758). It shows that t test is higher than t table 5% and 1%. H0 (Null Hypothesis) is rejected and Ha (Alternative hypothesis) is accepted. By the result, the researcher concludes that Ha is accepted. There is significant improvement of students’ reading comprehension between pre-test and post-test. After applying Question-Answer Relationships (QAR) strategy.

Suggestions

The finding of this research shows that there is significant effect between the students before and after being taught by using Question-Answer Relationships (QAR) strategy for improving students’ reading comprehension. So, the researcher tries to give some suggestions as follow: First, the suggestion goes to English teacher. The teacher should be creative in teaching English. It can be done by using some approaches, methods, techniques or strategies in teaching reading comprehension. The aim is to make the teaching reading process more fun and more interesting. One of strategy that examined effective in increasing students’ reading comprehension is QAR Strategy. Teacher can use this strategy in order to increase the students’ reading comprehension. The teacher should encourage students to develop their higher order of thinking skills. Those skills are useful in learning reading process. The students not only will know the moral value of the passage, but also can apply that in their life. Secondly, the suggestion is directed to the students. Since the effectiveness of Question-Answer Relationships (QAR) strategy is proved in this research, it is suggested that the students should be more active and creative in answering questions in particular reading text questions. The students should not only come to the school, meet their friends and listen the English teacher explanation but also increase the frequency of English reading text in order to improve their English ability. Thirdly, the suggestion is addressed to other researchers. This study needs to be completed. It is only one of study that proves using QAR Strategy is effective in improving reading comprehension. The researcher hopes that this study can be added and completed from different perspectives, ideas, and views. The further study perhaps can employ this strategy to other. The finding of this research shows that there is significant effect between the students before and after being taught by using Question-Answer Relationships (QAR) strategy for improving students’ reading comprehension. So, the researcher

Fuad Muttaqin

LET: Linguistics, Literature and Language Teaching Journal  Vol.7 No.2 2017
tries to give some suggestions as follow: First, the suggestion goes to English teacher. The teacher should be creative in teaching English. It can be done by using some approaches, methods, techniques or strategies in teaching reading comprehension. The aim is to make the teaching reading process more fun and more interesting. One of strategy that examined effective in increasing students’ reading comprehension is QAR Strategy. Teacher can use this strategy in order to increase the students’ reading comprehension. The teacher should encourage students to develop their higher order of thinking skills. Those skills are useful in learning reading process. The students not only will know the moral value of the passage, but also can apply that in their life. Secondly, the suggestion is directed to the students. Since the effectiveness of Question-Answer Relationships (QAR) strategy is proved in this research, it is suggested that the students should be more active and creative in answering questions in particular reading text questions. The students should not only come to the school, meet their friends and listen the English teacher explanation but also increase the frequency of English reading text in order to improve their English ability. Thirdly, the suggestion is addressed to other researchers. This study needs to be completed. It is only one of study that proves using QAR Strategy is effective in improving reading comprehension. The researcher hopes that this study can be added and completed from different perspectives, ideas, and views. The further study perhaps can employ this strategy to other language skills in order to give more contribution in different perspective.

REFERENCES


