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IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY

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Abstract: The purpose of this research is to find out and investigate whether the use of the Question-Answer Relationship (QAR) Strategy improves the reading comprehension of students in class X at SMA Cendrawasih Makassar. This research is quantitative research with research methods using quasi experiments, the research design used is pre-test and post-test using experimental classes and control classes. The data collection technique used was a multiple-choice test with 40 questions and 10 essay questions which were declared valid. The sample for this research was class X, totaling 30 students selected using the purposive sampling method and divided into two classes. 15 students as an experimental class who were taught using QAR Strategy and 15 students as a control class who did not use QAR Strategy. The data analysis technique used was the normality test, homogeneity test, and hypothesis testing using the independent sample t-test. The research results show that the Question Answer Relationship (QAR) strategy is effective in improving students' reading comprehension. This can be proven by an increase in the average pre-test score of 43.00 and the average post-test score of 90.00. After checking the hypothesis, the results show t-obtained 5.622 which is higher than the t-table critical value of 1.76. It can be concluded that (Ho) is rejected and (Ha) is accepted. This means that there is a significant difference before and after using the Question Answer Relationship (QAR) strategy and applying the Question-Answer Relationship (QAR) strategy to improve students' reading comprehension abilities. Moreover, students gave positive responses to the use of this strategy.

Keywords: QAR Strategy, Reading Achievement, Reading Comprehension

1. INTRODUCTION

Reading is an essential activity to get knowledge and information. In the process of reading a passage, there will be an automatically interaction between the eye and brain to be able to understand the contents of the reading being seen. According to Corps, reading is a behavior which is made up of a large number of component skills, sometimes referred to as micro skills. The intended component skills are surveying as a whole printed work to determine its relevance, scanning a text for specific information, skimming a text to get the gist of its content, picking out main ideas and supporting details, evaluating a text for accuracy, completeness, and point of view. According to Rivers in Rajabi (2009), reading is one of the most important activities in any language class. It is only a source of important and pleasurable activity, but also means of consolidating one knowledge of a language. In reading, students must read carefully and give appreciation about what they read, because students have a purpose in this process that is to get meaning and information from the reading materials.

As Hambree (2008) Question Answer Relationship (QAR) strategy is a strategy that relates the question whit the text, using the reader's background knowledge or direct context clues and information include in the text being red. The cause is difficult to comprehend reading text for students because the teacher never employs students' background knowledge correctly. The QAR strategy is used to improve students' achievement in reading comprehension. They can answer questions which are given by the teacher about the text and relate what they have in their mind based on the background of their knowledge and the content of the text. According to Jeremy Harmer (1998) Reading is one of skills that play an important role in facilitating the students to learn a foreign language because by reading they will know how english is actually conveyed in printed forms. Harmer states that useful for other purpose too any exposure to english(provided students understand it more or less) is a good thing for language students. Students do not only read the text but also understand the information from the reading text. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, whereas in comprehension the students are expected to have more skills rather than to explain individual texts or passages after comprehending them.

The QAR strategy is considered suitable in learning reading comprehension because in the learning process students are guided to focus more on reading. This is reflected in the steps of the QAR strategy (Tompkins, 2010 452), namely: (1) reading questions, (2) understanding the level of QAR questions, (3) reading texts, (4) answering questions, (5) sharing answers. These steps support the use of QAR question levels so that the two complement each other in achieving students' reading comprehension abilities. The QAR question level is a systematic tool used to improve students' ability to answer comprehensive questions. From the explanation above, this strategy is designed to conduct research to prove whether the Question Answer Relationship strategy can improve students' achievement comprehension.

2. LITERATURE REVIEW

2.1. The Concept of Reading

Reading is an activity to get information, or ideas from the text. It means that reading is a process to understand what we read. According to Tarigan (2008:7) reading is a process carried out and used by a reader to acquire a message which is conveyed by a writer through words that could be seen and known by the reader. The essence of reading is a transaction between the words of an author and the mind of a reader, during which meaning is constructed. This means that the main goal of reading instruction must be comprehension: above all, we want readers to understand what is on a page.

Reading comprehension is a special kind of thinking process. For that reason, reading can be separated from comprehension. Reading comprehension is the act of understanding what the reader is reading. A reader comprehends by actively constructing meaning internally from interacting with the material that

is read (Anderson and Pearson in Alexander, 1988:160). Reading comprehension is the process of constructing meaning by coordinating some complex processes that include word reading, word, and world knowledge, and fluency. Reading comprehension has communicative value functions as an active skill as cognitive processes are working during reading (Saricoban, 2002:2).

2.2. Question Answer Relationship (QAR) Strategy

Question-Answer Relationship (QAR) is a strategy to be used after students have read. QAR teaches students how to ask key questions about their reading, and then how to find the answers to their questions, whether it means locating a fact, drawing an inference, or connecting the reading to their own experience. According to Macceca (2007:202) the Question-Answer Relationship (QAR) is a multiple-strategy approach that gives students and teachers a common language about prior knowledge and question strategies. Another definition stated by Davidson (2017:14) that the Question-Answer Relationship (QAR) is a strategy focused on improving text-based question generating. This strategy was developed by Taffy Raphael in 1986.

The original 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. Research (Raphael, 1984) suggests that the value of QAR instruction lies in the way it clarifies how students can approach the task of reading texts and answering questions. It helps them to realize the need to consider both information in the text and information from in the text and information from their own background knowledge.

2.3. Reading Comprehension Level

Literal comprehension, the basis of literal comprehension is recognizing main ideas, details, course, effect, and sequence. It is important since it is a prerequisite for high-level understanding it means that literal comprehension question tests the readers' ability to think within the text and consider what has been literally and explicitly stated. There is no hidden meaning and the reader can take what is presented at face level. In answer to the question in the level, the reader read the text glance because usually stated directly in the text. This is basic in reading comprehension. It requires the reader to understand the explicit information from the text.

Interpretation, this category demands a higher level of thinking ability because the question on the category of interpretation is concerned with the answer that is not directly stated in the textbook but is suggested or implied to answer questions at the interpretative level, readers must have the ability and be able to work at various level of abstraction. The interpretation level is the one at which the most complusion exists. The complusion is the term infrence that may be defined as something derived by reasoning something that is not directly stated but suggested in the statement, a logical conclusion that is drawn from statements a dedication and induction.

Critical reading, critical reading is a higher level than the other two categories because it involves evaluation the making of the personal judgment, a reader must be able to collect, interpret, apply, analyze the information to criticize of merit, for example in those part of the material where the writer expressed his ideas or his facts better perhaps than others writer on the same subjects. Creative reading, creative reading uses different thinking skills to go beyond the literal comprehension, interpretation, and critical reading level. In creative reading, the reader tries to come up with new or alternative solutions to there, present by the writer.

3. METHODS

This study used a true experimental design that aims to test the effect of using the Question Answer Relationship (QAR) strategy in improving students' reading comprehension skills. This research design allows researchers to manipulate the use of the QAR strategy as an independent variable and measure its impact on the dependent variable, namely reading comprehension skills. In this design, the research subjects were randomly divided into experimental and control groups, so that the difference in results between the two groups can be considered as a result of the use of the Question Answer Relationship (QAR) strategy. Fisher, R.A (1935).

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

4. RESULTS

4.1. Pre-Test and Post-Test Scores

Table 1. The classification of frequency and precentage score of students reading comprehension in experimental class (Pre-test)

Total Score	Level Ability	Frequency	Percent
90-100	Excellent	0	0%
80-89	Good	0	0%
70-79	Fairly good	0	0%
60-69	Fair	1	5.0%
0-59	Poor	14	95.0%
Total		15	100%

The data in table 1 shows that of the 15 students in the experimental class pre-test, there were 14 (95.0%) students at the poor level, 1 (5.0%) student at the fair level, and no students got the good and excellent levels.

Table 2. Classification of frequency and percentage score of students' reading comprehension in experimental class (Post-Test)

Total Score	Level Ability	Frequency	Percent
90-100	Excellent	7	46%
80-89	Good	5	34%
70-79	Fairly good	3	20%
60-69	Fair	0	0%
0-59	Poor	0	0%
Total		15	100%

Table 2 shows that of the 15 students in the Post-test Experiment class, none of them got fair or poor grades, there were 3 (20%) students categorized as quite good grades and 5 students at good grades (34%). 7 (46%) students got excellent results. Based on tables 4.1 and 4.2, it can be concluded that the percentage of the experimental class in the post-test is higher than the percentage in the pre-test.

Table 3. Classification of frequency and percentage score of students' Reading Comprehension in control class Pre-test

Total Score	Level Ability	Frequency	Percent
90-100	Excellent	0	0%
80-89	Good	0	0%
70-79	Fairly good	1	67%
60-69	Fair	3	20%
0-59	Poor	11	73%
Total		15	100%

Table 3. shows the pre-test classification scores in the control class. The data shows that of the 15 students in the control class pre-test, there were 11 (73%) students at a poor level, 3 (20%) students at a fair level, 1 (6.7%) student at a fairly good level, and none students who obtained good and excellent levels.

Table 4. Classification of frequency and percentage score of students' reading comprehension in control class Post-Test

Total Score	Level Ability	Frequency	Percent
90-100	Excellent	1	6%
80-89	Good	1	6%
70-79	Fairly good	2	14%
60-69	Fair	6	40%
0-59	Poor	5	34%
Total		15	100%

Table 4. above shows that the posttest control class classification score. The data above shows that of the 15 students in the control class post-test, there were 1 (6%) student at the Excellent level, 1 (6%) student at the Good level, and 2 students (14%) at the fairly good level, then 6(40%) students are at fair level, and finally 5(34%) students are at Poor level.

4.2. The result of normality test of Experimental class and control class

Table 5. Test of Normality of Pr e-test Score of the Experimental Class
One-Sample Kolmogorov-Smirnov Test

Normality Test of Pre-test						
		N	Mean	Std. Deviasi	Test statistic	Sig. (2Tailed)
Score	**Experiment**	15	43.40	11. 224	.151	.200

a. Test distribution is Normal.
b. Calculated from data.

From the table 5, it can be seen the significance value of the experiment class pre-test score is 0,200. It means that it was higher than the level of significant (0.05). So, it can be concluded that the data were distributed normally.

Table 6. Test of Normality of Pre-test Score of the Control Class
One-Sample Kolmogorov-Smirnov Test

Normality Test of Pre-test						
		N	Mean	Std. Deviasi	Test statistic	Sig. (2Tailed)
Score	**Control**	15	42.87	8.052	.227	.037

a. Test distribution is Normal.
b. Calculated from data.

From the table above, it can be seen the significance value of the control class pre-test score is 0.37. It means that it was higher than the level of significant (0.05). So, it can be concluded that the data were distributed normally.

Table 7. Test of normality of post-test score of the experimental class
One-Sample Kolmogorov-Smirnov Test

Normality Test of Post-test						
		N	Mean	Std. Deviasi	Test statistic	Sig. (2Tailed)
Score	Experiment	15	89.73	7.959	.118	.200

a. Test distribution is Normal.
b. Calculated from data.

The Kolmogorov-Smirnov test of the Post-test of the experimental class showed that the significant was 0.200 was higher than 0.05, it could be concluded that the data obtained were considered normal.

Table 8. Test of Normality of Post-test Score of the Control Class
One-Sample Kolmogorov-Smirnov Test

Normality Test of Post-test						
		N	Mean	Std. Deviasi	Test statistic	Sig. (2Tailed)
Score	Control	15	61.67	15.850	.159	.200

a. Test distribution is Normal.
b. Calculated from data.

The Kolmogorov-Smirnov test of the post-test of the control class showed that the significant was 0.200 was higher than 0.05, it could be concluded that the data obtained were considered normal.

4.3 The result of homogenity test

Table 9. Test of Homogenity

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	4.430	1	28	.044
	Based on Median	2.919	1	28	.099
	Based on Median and with adjusted df	2.919	1	19.678	.103
	Based on trimmed mean	4.571	1	28	.041

From the table above, it showed if significant values based on mean was 0.044, and it was bigger than 0.05 (0.044 > 0.05). So, it could be concluded that the data variances were homogenous or equal.

5. DISCUSSION

Based on the result of the study, the following interpretation presented of the value to strengthen the value of the study. Experimental and control group were the same in their initial level of reading comprehension as indicated by reading pre-test given before the treatment. It can be inferred that implementing QAR strategy in reading of descriptive text, recount text, invitation text and announcement text can help the students to answer and understand the text well. Working together with the group is also good combination to decide whether the students have understood the strategy or not. The discussion was in line with Raphael (1986) that QAR strategy is to help students and teachers start a shared language for creating the relationship visible and for talking about subject how questions are designed to function. The result of the study showed statistically significant differences in reading comprehension achievement between the students who were taught using Question Answer Relationship (QAR) strategy and those who were not.

This research is about the use of the Question Answer Relationship (QAR) strategy to improve the reading comprehension of students in class X SMA Cendrawasih Makassar. There are two classes involved in this research, namely the experimental class and the control class. The purpose of this section is to analyze the research instruments and provide information about the research findings. The results of student scores are calculated using SPSS version 26 and the results of student responses. Moreover, the normality test is a statistical procedure used to test whether data comes from a normal distribution or not. The purpose of the normality test is to find out whether our data sample can be considered to represent a normally distributed population. This test is important because many statistical analyzes require the assumption that the data is normally distributed. Some examples of commonly used normality tests include the Kolmogrov-Smirnov, Shapiro-Wilk, and Anderson-Darling tests.

The means score of post-test in experimental class was 87.87 and in the control class was 61.67. 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. From the data analysis, the students‟ ability in comprehending descriptive text, recount text, invitation text and announcement text was influenced by Question Answer Relationship (QAR) strategy. The students 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.

QAR Strategy teaches students to recognize and understand different types of questions helping them know the right strategy for finding answers. QAR emphasizes the importance of interaction between the reader and the text. Students learn that not all answers are directly found in the text but require interpretation and critical thinking. By using QAR, students are taught to think about how they understand and process information. The theory behind improving learning outcomes through QAR involves the concept that reading comprehension is not only limited to recognizing words or phrases in the text but also requires a deeper understanding of the structure of the text and the relationships between the information presented. By understanding the types of questions and strategies involved in QAR, students are invited to become more active and critical readers. They learn to process information more deeply, make appropriate inferences, and relate information found in texts to previous knowledge. Thus, QAR provides a solid framework for students to develop strong reading comprehension skills, which in turn enhances their ability to comprehend, analyze, and interpret various types of texts, resulting in significant improvements in their learning outcomes.

6. CONCLUSION

Based on the results and discussions stated on the previous chapter, the conclusion drawn that there was significant difference of students reading comprehension who were taught by using QAR (Question Answer Relationship) strategy and those who were not. In addition, based on data analysis the researcher found that t-count 5.622 was higher than t-table 1.76. So, Ha was accepted and Ho was rejected. It means that there was 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 significance difference of QAR strategy on students reading comprehension.

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