

The Effect of Question Answer and Relationships (QAR) Strategy Toward the Students' Achievement in Reading Comprehension of Narrative Text

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ABSTRACT

The objective of the study was to find out the effect of Question Answer and Relationship (QAR) strategy toward the students' achievement in reading comprehension of narrative text. The study applied the pre-experimental research and used cluster random sampling. The population of this study was 64 students of 2020/2021 year in FKIP UMSU. They were from separated classes, each class consisted of 32 students so the sample was taken of 32 students. Since this study used pre-experimental, the sample only used one class where 32 students taught by using Question Answer and Relationship (QAR) strategy as the sample of the data. The data was required by conducting essay test that consisted of 10 items. The result showed that t-observe was 1,84 higher than t-table 1,69; while the level of significance was 0,05. Based on the result of the analysis, the alternative hypothesis was accepted since it proved that Question Answer and Relationship (QAR) strategy significantly effects toward the students' achievement in reading comprehension of narrative text. The percentage of influence on the students' achievement in reading comprehension of narrative text by Question Answer and Relationship (QAR) strategy was about 98% and 2 % by the other factors.

Keyword: *Question Answer and Relationships, Narrative Text*

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1. PENDAHULUAN

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experience. There are many problems in teaching and learning process where the students will feel bored and have no chance to improve their skills, it caused by the conventional method of English language teaching that still only transferring knowledge from the teacher to the students or teacher-centered was felt ineffective anymore, so the experts begin to look for a model of teaching learning process that can meet the needs of a meaningful teaching learning process that also dig the students' ability to master the material of the knowledge (Richards and Renandya, 2002, 8). Therefore, it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials that are relevant to the students' needs and interests.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and our brain to convert them into words, sentences and paragraphs that communicate something to us. It can be silent (in our

head) or aloud (so that other people can hear). It is defined as a cognitive process that involves decoding symbols to arrive at meaning. It is an active process of constructing meanings of words and has purpose to help readers in directing information towards a goal and focuses their attention.

Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process and allows readers to use what he/she may already know, also called prior knowledge. During the processing of information, readers use strategies to understand what they are read, use themes to organize ideas, and textual clues to find the meanings of new words. In relation with English language learning, reading is one of the four essential skills that language learners need to acquire. It contributes to the success of language learning in general, or a foreign language in particular. Harmer (2007) stated that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition.

Reading comprehension is a product of complex interactions between the properties of text and what readers bring to the situation. The readers must relevant their knowledge, word decoding ability, text-based and situation model-based differencing skills, competency with a variety of reading strategies, metacognitive skills, and so on. It is a process in which the reader has to decide linguistic symbol and reconstruct them up to a meaningful whole as intended by the writer. Comprehension includes recognizing and understanding a main idea and related detail. Meanwhile, according to Klingner (2000) reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency.

Mostly students are still very poor in their reading comprehensions, since they do not usually to read or understand articles in English daily magazine that are now in curriculum, let alone their ability in writing, that has mostly been overlooked in our school. The students needed to know how to learn from reading in order to be able to enter the present literate society and has a successful communication. Allen and Valette (Sugiarto, 2001) said that reading is a process that develops (a developmental process), Davies (Sugiarto, 2001) provided an understanding of reading as a process of mental or cognitive process in which a reader should be able to follow and respond to the message of the author.

Question, Answer and Relationship (QAR) Strategy is a questioning strategy that emphasizes a relationship between the question, the text, and the background of the reader. In this strategy, students are taught to use four question/answer relationships (QAR's) to find out the information they need to answer the question.

1. The teacher introduces QAR and explains the four types of question/answer relationships (QAR's).
2. The teacher models the QAR process by using a short reading passage; (1) read the story and questions to the students, (2) identify that QAR's are evidenced through the questions given, (3) answer questions and discuss.
3. The teacher practices identifying the QAR's with the class.
4. The teacher provides independent practice.
5. The teacher gradually increases the length and complexity of the texts used with QAR.
6. The students continue to use QAR throughout the year, across the curriculum in science, social studies, health, etc.

According to Crist (2002), QAR strategy is a questioning strategy that emphasizes a relationship between the question, the text, and the background knowledge of readers. It can be concluded that question-answer relationship strategy is a teaching strategy that assists students related to their prior knowledge to the information provided in the text. Moreillon (2007) said that QAR strategy suggests students to classify the questions by the source of their answers. The question could be literal and inferential. Moreover, there are two basic classifications of QAR, known as "In the book" and "In my head". They can then be broken into four additional categories: (1) right there, (2) think and search, (3) the author and you and (4) on my own questions.

Raphael and Au (as cited in Al- Kafarna, 2015) categorized QAR as follows:

1. *Text-based questions or "In the book" a right their question*

The examples of questions are:

- Who is the main character in this story?
- Where does the story take place?

Meanwhile, the steps which may be taken in order to answer right there questions are (1) reread, (2) scan and (3) look for key words.

2. *Think and search questions also help readers find answers in the text*

The steps taken in order to answer think and search questions are: (1) skim or reread, (2) look for important

information, and (3) summarize.

The Advantages and Disadvantages of Applying QAR Strategy

There are some benefits of using QAR strategy in teaching reading. Conner (2006) mentioned five primary purposes of QAR in reading comprehension as follow:

1. QAR can help students monitor their own thinking in understanding of the text.
2. It provides the aim for reading the text
3. It allows students to assess their own thinking in understanding reading text.
4. Readers are encouraged to elaborate and think critically.
5. It helps refute students' perceptions that all answers can be found in the text

According to Spears (2011), there are three steps in teaching QAR strategy as follow:

1. Explain the students that there are four types of questions they will encounter. Define each type of question and give an example;
 - a. Right There: The answer is found in the text, usually as a phrase contained within one sentence;
 - b. Think and Search: while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question;
 - c. Author and You: the answer is not directly stated in the text, the students draw on prior knowledge as well as what the author has written to answer the question;
 - d. On Your Own: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer).
2. Give the students sample questions to answer in pair or small groups and identify which the QAR levels they used. Have students work individually on questions from longer passage. Get students to examine the types of questions in the training passage.
3. Show students how to find information to answer the question (example in the text, from your own experience). The procedures of question answer relationship has several way and it easier to use in the class, learning using Question Answer Relationship gives the structure in language especially in reading text more easier to understand and has the relation between question in the text with the reader think and also reader can find the answer from the text.

Raphael and Au (2005) stated that the QAR framework provides a clear language for readers to use when talking about the reading. QAR empowers students to build an understanding of the text while using literal and higher-level thinking skills. Teach the QAR Strategy to My Student with minor adjustments, Question-Answer Relationship instruction can be implemented with all grade levels and across content areas.

The Four Types of Questions in the QAR Strategy

- Right There: A literal one-answer question with information clearly provided in the text. Readers are prompted to look within the text for key words or phrases used in the question to find the answers. The answers provided will be very similar as there is often one best answer.
- Think and Search: This type of question can be answered using information from within the text, but it is not clearly located in one spot. Readers need to think and search several sections of the text to find pieces of information and then piece them together to come up with an answer.
- Author and Me: Answers to these questions are not found solely in the text. Using information from the text and their own background and experiences, readers will make inferences to help answer the question. While the answer is not clearly in the text, the reader does need to read it to fit it all together. The answers will be more varied, as readers are using their own experiences to build their ideas.
- On My Own: The answer is not found in the text. This type of question requires readers to use their background or prior knowledge and own ideas to answer the question. The answers provided will be less dependent on the text and more dependent on the reader's experiences and knowledge. There will be a great deal of variance between answers.

Based on the minor adjustments, Question-Answer Relationship instruction can be implemented with all grade levels and across content areas. In early elementary classrooms, teachers may focus on questions provided by the text, the "Right There" and "Think and Search" questions. Instruction may contain strategies in identifying if the question is found in one place in the text, or if the student has to search a variety of locations to identify the answer. As students' progress and learn to identify the "Right There" and "Think and Search" questions, teachers may introduce strategies to identify "Author and Me" and "On Your Own" questions during the intermediate grades. Students are taught to identify how to determine if the answer is in the book, or if they need to draw on their own experiences and opinions to answer. Teachers also will spend time teaching key

identifiers to determine from where the answer will come, thus increasing students' understanding of how questions are written and where the answer can be located.

These are the teaching procedures:

1. The teacher introduces QAR and explains the four types of question/answer relationships (QAR).
2. The teacher models the QAR process by using a short reading passage. First, read the story and questions to the students. Then identify which QAR are evidenced through the questions given. Finally, answer questions and discuss.
3. The teacher practices identifying the QAR with the class.
4. The teacher provides independent practice.
5. The teacher gradually increases the length and complexity of the texts used with QAR.
6. The students continue to use QAR throughout the year, across the curriculum in science, social studies, health and etc.

Researchers agree that explicit instruction is an effective practice and can help all students, especially those struggling with comprehension, develop the necessary set of skills to tackle a variety of texts (Archer & Hughes, 2011; Fielding, Kerr, & Rosier, 2007; Stevens, Van Meter, Garner, & Warcholak, 2008; Torgesen, 2004). Ripley, Blair, and Nichols (2009) stated that "explicitly teaching reading means imparting new information to students through meaningful teacher-student interactions and teacher guidance of student learning" (p. 126). For the QAR strategy to be effective and become a part of students' comprehension strategies, teachers must provide immediate feedback on identifying the type of question being asked, how to find information, and how to answer the question, using Duke and Pearson's (2002) explicit teaching model (see Figure 1 below).

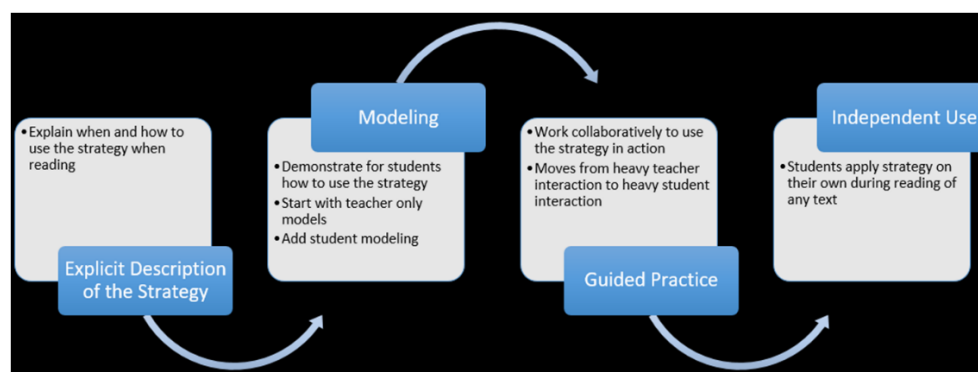


Figure 1: Explicit Teaching Model

This figure summarizes the explicit teaching model as described by Duke & Pearson (2002).

Teachers must realize and truly understand that reading is essential to communicate with one self and sometimes with other people to communicate meaning contained or implied in the written symbols. Reading is a process that is well used by the reader to get message conveyed by the authors to media or words in written language. A process that requires the words is a unity will be visible in a glimpse, and that the meaning of the words individually will be known. If this met, then the message is explicit and the implicit are not captured or understood and the reading process is not implemented properly.

Based on the importance of reading, the researcher tries to help students by using Question Answer and Relationship (QAR) Strategy helps students in supporting their process of study. Therefore, the using of Question Answer and Relationship (QAR) strategy will successfully give great effect toward students' achievement in reading comprehension especially on narrative text.

2. METODE

This study was conducted by using pre- experimental design that applies one group pre-test and post-test. It was conducted at FKIP UMSU, Jl. Kapten Mukhtar Basri No. 3 Medan. It was carried out in the semester of 2020/2021 between January and completion. The sample was given a treatment based on the variable research. Therefore, the experimental groups that consists of 32 students were taught by using Question Answer

and Relationship (QAR) Strategy. The data of the study were collected by using a test. In collecting the data, it used pre-test and post-test that were given to the experimental group.

To obtain the data, the researcher used the test; pre-test and post-test. The test was used to see the result of students' achievement in reading comprehension of narrative text. The test was applied in experimental class to find out the score of students' achievements. The score of the tests used to measure the effectiveness of Question Answer and Relationship (QAR) strategy in experimental class. The instrument for collecting data is used by using essay test. The data collected by giving test; pre-test and post-test that were given to experimental group, the test consists of 10 items. Each correct answer was given 10 score, so the highest score was 100. Each incorrect answer was given 0 score. The students had been asked to write the correct answer of narrative text.

In collecting the data, some steps were applied as follows:

1. Giving pre-test to the experimental group
2. Giving treatment to the experimental group by using Question Answer and Relationship (QAR) strategy.
3. Giving post-test to the experimental group.

Pre-Test

Before the researchers started the learning process or the treatment, pre-test was needed to know how far the students know about the subject that was taught and to find out the students' achievement in reading comprehension of narrative text.

Treatment

To know the teacher and the students' role play of teaching in the class, it was information to know the teaching activities. The students were taught about reading comprehension of narrative text by using Question Answer and Relationship (QAR) strategy. This study was for one class as an experimental class. The treatments were given to the experimental group. In experimental group, the students were thought by using Question Answer and Relationship (QAR) strategy.

No	Teacher Activities	Students Activities
1.	The teacher guided the students and check the attendance list, then introduced the lesson that was taught.	The students gave the response to the teacher
2.	The teacher introduced the strategy showing the strategy showing the relationship of Question to Answer.	The students listened to the teachers' explanation.
3	The teacher created QAR question from small sections of text for each of the four level and gave a text for each student based on the topic	The students had the text, but they did not read the text until the teacher gave them an instruction.
4	The teacher read a short passage aloud to the students and gave the students sample questions to answer and identify which of the QAR level they used.	The students listened to the teacher when the teacher read a short passage.
5	After the teacher finished to read the short passage, then read the questions aloud to students and the teacher model how to decide which typed of question had been asked to answer.	The students answered the question based on the types of QAR that had been explained by teacher.
6	The teacher shown to students how to find information and answer the questions.	The students listened to explanation of the teacher
7	The teacher evaluated the students by giving real questions.	The students answered the set of questions.

Post-Test

After conducting the treatment, a post-test was given to the students. The post-test' function was to know whether the treatment gave the effect or not on the students' achievement in reading comprehension.

(Ambar Wulan Sari)

3. PEMBAHASAN

The data were collected from the students' achievement in learning reading comprehension of narrative text by using Question Answer and Relationship (QAR) strategy in experimental group. The data was collected by giving the students a test consisting 10 essay tests. The result of the pre-test and post-test in experimental class were different between pre-test and post-test. The highest score of the pre-test in the experimental group was 75 and the lowest was 45, while the highest score for post-test was 100 and the lowest score were 75.

Data analysis was taken from the calculation of the test result. It was obtained to find out whether Question Answer and Relationship (QAR) strategy effect to the students' achievement in learning reading comprehension of narrative text or not how significant effect of it.

The steps are below:

- Normality Test

Normality test used to determine if a data set is well modeled by a normal distribution and to complete how likely it is for random variable underlying the data to be normally distribution.

The value of F table with the significance $\alpha = 0.05$ with $n = 32$ was 1,69 and F hitung was 1.515. so, the F hitung < F table or (1.515 < 1.69). So it can be concluded that homogeneity.

- Finding the Correlation of Teaching Method

The correlation of teaching method could be calculated shown below:

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{[(n \sum X_i^2) - (\sum X_i)^2] [(n \sum Y_i^2) - (\sum Y_i)^2]}}$$

$$R_{xy} = 0,99$$

- Testing Linear Regression

$$Y = a + bx$$

$$Y = 72,51 + 0,26 x$$

- Determining T – test by Formulation

From the t-test above, t observes = 1,86 with $df = n - 2$. So, $32 - 2 = 30$ and $\alpha = 0.05$, t table = 1, 69. If t observes > t-table, the alternative hypothesis (H_a) is accepted and $1,84 > 1,69$ so the hypothesis is accepted.

- Finding the determination by Formulation

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0,99)^2 \times 100 \%$$

$$D = 0,98 \times 100 \%$$

$$D = 98 \%$$

It means that the effect of X variable toward Y variable or the effect of using Question Answer and Relationships (QAR) strategy on the students' achievement in reading comprehension of narrative text was 98 % and 2 % was influenced by another factor.

Based on the calculation, it was found the result of t-observe was higher than t-table ($1,84 > 1,69$). It showed that the alternative hypothesis was accepted and it means that the using of Question Answer and Relationship Strategy gave significant effect on the students' achievement in reading comprehension of narrative text. It is proved from the result of the t-test, with the score of t observe = 1,84, with $df = n - 2$. So, $32 - 2 = 30$ and $\alpha = 0.05$, t-table = 1,69 (t observes > t table), and the percentage of the effect of Question Answer and Relationship (QAR) strategy was 98 %. It means that using Question Answer and Relationship (QAR) strategy to the students' reading comprehension of narrative text gives many effects to the students' achievement.

4. KESIMPULAN

After the researcher analyzed the data, it is concluded that Question Answer and Relationship (QAR) strategy has a significant effect to the students' achievement in reading comprehension of narrative text. It was proven from the result the data that t-observe is higher than t-table ($1,84 > 1,69$) at $\alpha = 0.05$ with $df = n - 2$, so $32 - 2 = 30$. It means the alternative hypothesis (H_a) is accepted. The effect is about 98% and 2 % by the other factors.

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