

THE EFFECTIVENESS OF QUESTION ANSWER RELATIONSHIP (QAR)
STRATEGY IN TEACHING READING COMPREHENSION

Yunita Dwi Wikandari
Mayjen Sungkono University
wikanyunita123@gmail.com

Abstrak. Sebagai salah satu keterampilan berbahasa, membaca memegang peranan penting karena membaca telah menjadi bagian dari kehidupan kita sehari-hari. Membaca juga merupakan cara penting untuk meningkatkan kemampuan siswa & keterampilan bahasa umum dalam bahasa Inggris. Akan tetapi, membaca bukanlah hal yang mudah karena ketika siswa membaca, mereka juga perlu memahami apa yang sedang dibaca. Salah satu cara untuk membantu siswa memahami apa yang mereka baca adalah dengan menggunakan strategi tanya jawab (QAR). Tujuan dari penelitian ini adalah untuk memperoleh bukti empiris efektivitas strategi QAR dalam mengajar siswa kelas 11 SMAN 1 Bangsal. Desain penelitian ini adalah quasi-experimental, menggunakan desain hanya untuk dua kelompok setelah pengujian, yang melewati dua kelas: kelompok percontohan dan kelompok kontrol. Setelah dilakukan tes, post-test menunjukkan bahwa rata-rata skor yang diperoleh kelas eksperimen adalah 81,12 dan kelas kontrol adalah 72,75, sedangkan kedua kelas sama. Terbukti dari hasil uji homogenitas, bahwa F_h lebih kecil dari F_{tabel} ($1,32 < 1,89$). Dari hasil uji t diperoleh nilai t_{hitung} sebesar 9,05 lebih tinggi dari t_{tabel} ($9,05 > 1,89$). Artinya H_2 diterima dan H_0 ditolak. Jadi, ada pengaruh yang signifikan dari penggunaan strategi QAR terhadap kemampuan pemahaman membaca siswa.

Kata Kunci: efektivitas; strategi QAR; pemahaman membaca

Abstract. As a language skill, reading plays an important role because reading has become part of our daily lives. Reading is also an important way to improve pupils & common language skills in English. However, reading is not easy because when students read, they also need to understand what is being read. One way to help students understand what they read is to use a question-and-answer strategy (QAR). The aim of the study was to obtain empirical evidence of the effectiveness of the QAR strategy in teaching an 11th grade student SMAN 1 Bangsal. The design of the study was quasi-experimental, using design only for two groups after testing, which passed through two classes: the pilot group and the control group. After the tests were performed, the post-test showed that the average score obtained by the experimental class was 81.12 and the control class was 72.75, while both classes were equal. It was proven by the result of homogeneity test, that F_h was lowest than F_{table} ($1.32 < 1.89$). From the result of t -test, it was obtained the t_{value} was 9.05 higher than t_{table} ($9.05 > 1.89$). It means that H_2 is accepted and the H_0 is rejected. So, there is a significant effect of using QAR strategy on students reading comprehension ability..

Keywords: effectivity; QAR strategy; reading comprehension

INTRODUCTION

English is considered a foreign language in Indonesia, where four main languages are required (Agusta, 2015). There are four basic skills in learning English: listening, speaking, reading and writing (John W, 2008) mentions two generally accepted ways of separating these four

skills. The first way is to divide these skills into media: conversational (listening and speaking) and writing (reading and writing). The second way is to divide them into receptive skills (listening and reading) and productive skills (speaking and writing) (Alberti, 2014). Reading is an important way to improve students' overall English language skills. Reading can also

improve their vocabulary skills (Setiadi, 2011). In addition, it helps them improve their productive skills, including speaking and writing (Jain, 2004). Reading can provide a great deal of inspiration for students to become more creative (Brown, 2001). Reading plays an important role as one of our language skills, as it has become a part of our daily lives (Indriyani, 2014). There are many reading materials, such as magazines, newspapers, and textbooks, that bring great benefits to our lives, such as success in school and life. According to (Stone, 2009), reading is a basic goal that children must master in order to succeed in school and life.

However, in fact, comprehension is a difficult skill, especially for students who are still difficult to understand the content of the reading text (Harmer, Jeremy, 2001). Commonly, the English teacher do not specifically talk about reading process or strategies, but mostly focus on translation and factual information of the text instead. This kind of reading instruction causes considerable class time consumption (Brown, 2004). The other problem is also revealed by Siriphanic in (Wahyuni 2014), the students who have low ability in reading comprehension is not able to recognize the information learned from the text because of difficult vocabulary. They are also difficult to connect their own knowledge to the new information received from the text. Moreover, the teacher only focused in grammar usage rather than reading comprehension (Walberg, 2003).

Given that reading comprehension is critical for students, the teacher's creativity in choosing an appropriate reading teaching strategy is essential (Purwandani, 2014). The teacher's role is to create a pleasant atmosphere in the classroom and to arouse interest and motivation in students to learn to read (Brown,

2007). Discussing the appropriate technique which is important for engaging students in learning to read, the QAR strategy should be the appropriate strategy for teaching reading comprehension. QAR, developed by Traffy Raphael, is a questioning strategy that is used to improve students' reading comprehension. It has been emphasized that there is a connection between questions, texts and the reader's prior knowledge (Raphael, 2001). She was identified as two types of questions based on the answers provided by the author (Book Questions) and those that needed to be developed based on the readers' thoughts and experiences (In-My-Head Question). There are also two different types of questions for these two types of questions. Those are (thinking and searching questions right there) and (authors and you and myself).

The questions contained in the book are classified as "right there" and "questions for reflection and search". The answer to the questions right there can be found in one sentence in the text. Students may indicate these answers. The responses to the "Dumey and Search" questions are compiled together with information from different parts of the text. Questions in my head are classified as copyrights and yours, as well as questions from myself. The author and you have not been found in the text to answer the questions. Instead, they require students to think logically. Students should think about what they already know, what the author tells them, and how both parts of the information combine with each other. You can answer the questions yourself without even reading the text. The answers to these questions are based solely on our own.

RESEARCH METHOD

A. Research Instruments

Equipment is one of the important steps in conducting this research. According to (Arikunto,

2006), the tools researchers use to collect data are called instruments. The success of your research depends largely on the equipment you use. This is because we have the data needed to answer the research questions and test the hypothesis obtained through the device itself. The equipment used in this study is a test. This study treats reading comprehension as a dependent variable. According to (Ary, 2010), a test is a set of stimuli presented to an individual to obtain a response to which a numerical score can be assigned. The data from this study is collected by applying a multiple-choice test. The test consists of 50 questions. Each item in the test contains five options: a, b, c, d, and e. Students were asked to select the correct answer and then select the correct answer for the text. The text will be used in this research is Narrative text with element reading consist of vocabulary, reference, information, topic and purpose. The instrument of the test that given to the experimental and control class was the same.

B. Data Collection

To know the effectiveness of QAR strategy in this quantitative research, the researcher used a test as the instruments to get the data. The data obtained from collecting data process which was divided into two steps. First, preparing the test formed as 50 multiple choice items taken from the student's book and examination test derive from previous year. Second, the research conducted the test and got the score based on students' post-test result. Third, the researcher compared the post-test result of both groups, experimental and control groups.

C. Data Analysis

Analysis of the data obtained by students after passing the test for reading comprehension. The main data were analyzed statistically using the independent sample t-test formula to find a significant difference between the experimental and control group.

The post-test score was used to investigate the significant difference between the experimental and control group. Student's t-test for independent samples compares the means of two independent groups to determine if there is statistical evidence that the respective population means are significantly different.

RESULT OF RESEARCH

A. Reading Comprehension Score

In this section, the researcher presents the achievements of students in understanding what they read, trained using QAR (question-and-answer relationship) and trained using a strategy different from QAR in reading. In order to learn about the students' achievements in understanding the reading, the researcher conducted a post-test to see whether the grades of students studying using the QAR strategy and those studying using the QAR-free strategy were different. The researcher used two phases: QAR and post-test treatment as a treatment class and QAR and post-test as a control class. The students were offered pre-testing. They were supposed to answer questions on the narrative text. In practice, a multiple-choice test consisting of 50 assignments. The student's posttest question consists of five texts. In a multiple-choice test, each paragraph has five options: A, B, C, D and E. There were 32 students as treatment class and 32 students as control class as the subject of the research.

The test was conducted by the researcher teaching using QAR strategy in treatment class and teaching using non-QAR strategy in control class. This test was to know the students reading achievement teaching by using QAR strategy and teaching using non-QAR strategy. The investigator treated both classes using the QAR strategy in the treatment class and the non-QAR strategy in the control class. When the researcher finished the treatment, the researcher

conducted a post-test to find out the achievements of the students trained with the QAR strategy and those trained with the non-QAR strategy. The object of the study are 32 students of the medical class and 32 students of the control class. The post-test question showed that students' reading performance improved significantly. This test was designed to measure student performance in reading comprehension after treatment. The object of the study were 32 students. The highest score is 90 and the lowest is 64.

This test was designed to measure student performance in reading comprehension after treatment. 32 students participate as a subject or study. The highest score is 90 and the lowest score is 68. In this research, the researcher also analysed the post-test score in each class to test the hypothesis in this research. The data analysis in this research contained accounting the mean score, accounting the standard deviation, accounting variants, testing homogeneity variants and testing the hypothesis. In this research, the researcher did analysis manually toward the data. The data analysis in this research included accounting the mean score, accounting the standard deviation, accounting variants, testing homogeneity variants and testing the hypothesis.

B. The Mean Score

After the researcher got the post-test score in each class (experimental class and control class), the researcher did first step in analysing the data by accounting the mean score. From the calculation of the above average scores, it can be seen that the average post-test score of the experimental class is 81.125, and the average post-test score of the control class is 72.75. The results show that the average score of the experimental class taught by the Read Ask Put strategy is higher than the average score of the control class taught by the question-and-answer

strategy. Next, the researchers used the average score for each category to calculate the standard deviation and variation.

C. The Standard Deviation and Variants

After getting the mean score, the researcher continued to find out the standard deviation and variants of this sample. It was also used to test the homogeneity of the sample. Before calculating the standard deviation and options, the researcher calculated the value of the difference between each student's grade and the average grade in the experimental class and the control class.

After getting the variance score for each class, the researcher proceeds to find the standard deviation and variation within each sample. From the above calculation, the researcher concludes that the standard deviation of Sample 1 (X_1) was 6.44 and variant was 41.47. The standard deviation of sample 2 (X_2) was 5.60 and variant 3.36.

D. Homogeneity of The Variants

Before testing the hypothesis, the researcher examined the homogeneity of each sample variant. In testing the variant homogeneity, the researched use Fischer (F) formula. The variants are homogen if the value of F is lowest or equal ($F_h \leq F_t$) than the value of F_{table} in significant ($\alpha = 0,05$). The explanation of the variant homogeneity was explained below: After getting the value of F , the researcher compared it with F_{table} ($df_1 = N_1 - 1 = 32 - 1$; $df_2 = N_2 - 1 = 32 - 1$). Based on $df_1 = 31$ and $df_2 = 31$ with significant = 5% ($\alpha = 0.05$) the researcher found that the value of F_{table} was 1.89. After the researcher compared value of F_h with value of F_t , the researcher concluded that F_h was lowest than F_{table} ($1.32 < 1.89$). It means that H_0 is accepted and H_a is rejected. It signed that the variance was homogen. The result of this test was used to test the hypothesis.

Hypothesis testing was explained in the next point.

1. Testing the hypothesis

In this research, the researcher used *t-test* formula to test the research hypothesis. Like the researcher had explained in the chapter three, there were two t-test formulas in testing the hypothesis with two independence sample. They were *Separated Varians* and *Polled Varians*.

After the researcher knew that the variants were homogen ($\sigma_1 = \sigma_2$) and the number of samples in experimental class was different with the samples in control class ($n_1 \neq n_2$), the researcher used polled variants t-test formula for testing the hypothesis.

2. Pooled variance (t-test formula)

As a result of the above calculation, the resulting t-total value of the study was 5.81 with a degree of freedom (df) $(32 + 32 - 2) = 62$ and a significance level of 5% ($\alpha = 0.05$), so the t-table value was 1.32. This meant that the resulting t value was higher than the t-table ($t_o > t_t$). The results of the t-test rejected H_0 (there was no significant difference in reading comprehension among 11th grade students of SMA N 1 Bangsal taught with or without the QAR strategy). (SMAN1 Bangsal 11th grade students taught using the QAR strategy achieved better scores by reading story texts than students taught using the non-QAR strategy. Since t was higher than t-table, it means H_a was accepted and H_0 was rejected. From the above calculation, the student's ability to read the story text is taught without using the QAR strategy. You will find that it is better than the ability of the students.

CONCLUSION

According to the results of the research, the researcher found that teaching reading the narrative text using the diagonal rate measurement strategy was better than without using the diagonal rate measurement

strategy. It was proven from the average scores in each group (experimental group and control group). The mean scores for the experimental class are 81.12 and the mean scores for the control class are 72.75. After getting the average score, the researcher continued to find out the standard deviation and variances. After calculating the data, researcher got the standard deviation of experimental class was 6.44 and the variance was 41.47. In the other hand, the standard deviation of control class was 5.60 and the variance was 31.36.

In the next step, the researcher continued to test the homegenity of both samples. The researcher used Fischer (F) formula. By using this formula, the researcher just divided the biggest variance and the smallest variances from both samples. The biggest variance was 41.47 and the smallest variance was 31.36. The researcher entered them into F formula and the result was 1.32. After that, the researcher compared the F value with F table with degree of freedom ($df_1 = 31$ and $df_2 = 31$) with significant 5% ($\alpha = 0.05$). The value of F table was 1.32. Because the F total was smallest than F table ($1.32 < 1.89$), the researcher conclude that the variance of both samples was homogen. In the last step, the researcher started to test the hypothesis by using t-test formula. Actually, there are two kinds of t-test formula, separated formula and pooled formula. Because the variance was homogen and the number of both samples was different ($n_1 \neq n_2$), so the researcher used pooled formula. The result of t-test was 5,81. After got the t-test score, the reseracher compared it with t-table ($df = n_1 + n_2 - 2 = 62$; significance 5% = 0.05). The value of t-table was 1.89. It means that is highest than t table ($9.05 > 1.89$). It signed that H_a was accepted and H_0 was refused. It means that the eleventh-grade students at SMA N 1 Bangsal were taught by using QAR

strategy gain better score than the eleventh-grade students at SMA N 1 Bangsal were taught without QAR strategy.

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