

THE USE OF QUESTION ANSWER-RELATIONSHIP (QAR) STRATEGY ON IMPROVING STUDENTS' READING COMPREHENSION AT SMAN 1 JATITUJUH

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Abstract. The objectives of this research are to find out whether or not there is a significant of difference between the Reading Comprehension of the Twelfth Grade Students of SMAN 1 Jatitujuh taught before and after using the Question-Answer Relationship (QAR) strategy. The method in this study was quantitative. The subject of this research is students in XII MIPA 1. The research instrument used by the writer is a test (pre-test and post-test) The result of this research, it was found that of the reading comprehension of the twelfth-grade students of SMAN 1 Jatitujuh before being taught by using QAR strategy was sufficient, the mean is 69.71. Meanwhile of the reading comprehension of the twelfth grade students of SMAN 1 Jatitujuh after being taught by QAR strategy was categorized good, the mean is 85. Moreover, the calculation of the t-count, the score is 11.867 was higher than t-table, score is 2.032 ($11.867 > 2.032$) in level significance 5%. Based on the result above, it could be concluded that Question Answer Relationship (QAR) strategy could improve reading comprehension of the twelfth grade students of SMAN 1 Jatitujuh. In addition, the subjects also responded positively the implementation of QAR strategy.

Keywords: *Question Answer Relationship, Reading Comprehension*

INTRODUCTION

The teacher's role in providing teaching and materials to students will affect the ability of students to receive and learn the lessons given by the teacher. The use of QAR strategy can generate, direct and channel all the power that is in oneself in order to achieve learning goals. If the approaches, methods, and learning techniques applied by the teacher are not updated according to the circumstances of the students, it will have a negative impact on the students and also on the school. Impacts that can occur include decreased student learning outcomes, learning becomes ineffective and school achievement declines. Reading comprehension is the process of recognizing text and remembering any information in the text. By learning to read, students will get a lot of information and ideas that can enrich students vocabulary and knowledge. In the learning process, the teacher must choose a strategy that is appropriate to the student's condition so that the objectives of the learning process can be lifted. Question-Answer Relationship (QAR) is one of the learning strategies that can be used in learning to read to improve students' reading comprehension. The purpose of this study was to determine whether there was a significant difference between the Reading Comprehension of Class XII students of SMA Negeri 1 Jatitujuh who were taught before and after using the Question-Answer Relationship (QAR) strategy.

This research is a quasi-experimental quantitative research. The research design used is the pretest and posttest control group design. Observations were made in this design twice, namely

before the experiment and after the experiment. The population in this study was class XII students of SMA Negeri 1 Jati Tujuh in the academic year 2021/2022. Sampling technique using stratified random sampling namely taking a proportional random sample from each group in SMAN 1 Jatitujuh. According to Nurgiyantoro, Burhan (2011) Reading is a very important part in learning and in an effort to expand knowledge. In the world of education, reading activities and assignments are non-negotiable. Various information can be obtained by reading, such as reading news in newspapers, the internet, billboards, story books and so on Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge" Lems, K et al. (2010).

There are several reasons why reading is interesting. First, many students want to be able to read texts in English either for their career, for study purposes or just for fun or whatever can be done. Second, reading is useful for language acquisition. Third, reading also has a positive effect on students' vocabulary knowledge, on their spelling and writing. include students' lack of interest in reading, low motivation in reading, lack of reading materials, and teacher errors in choosing appropriate reading materials for students. The reading comprehension strategies that have been used so far have not supported student activity. The learning strategy used is only that, namely the lecture method. There are several ways that can be used to improve students' reading comprehension skills, such as mind mapping, questioning, SQ3R, reciprocal, etc. One of these reading strategies is Question-Answer Relationship (QAR).

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 according to Tompkins, Gail. (2010) namely: (1) reading questions, (2) understanding the level of QAR questions, (3) reading reading texts, (4) answering questions, (5) sharing answers. The level of these questions is the key to the advantage of the QAR strategy in learning reading comprehension. With the three levels in the QAR strategy, teachers can assist students to be more thorough, careful, and understand what they read. Thorough and careful in the sense that students can classify the three levels of questions and are able to determine how to obtain answers to the various levels of difficulty of the questions available. With the three levels in the QAR strategy, teachers can assist students to be more thorough, careful, and understand what they read. Thorough and careful in the sense that students can classify the three levels of questions and are able to determine how to obtain answers to the various levels of difficulty of the questions available. "The Question Answer Relationship (QAR) strategy equips students with tools to successfully decode and comprehend what they read" Furtado, and Pastell H. (2012). The Question Answer Relationship (QAR) strategy equips students with the tools to successfully decode and understand what they are reading.

Reading Comprehension

Reading is an activity to get the information presented in the text. Reading is considered one of the English skills that require the reader's interpretation of the text. Readers usually make use of background knowledge, vocabulary, grammar knowledge, experience with texts, and other strategies to help them understand written texts. Reading is the processes by which the Meaning

of a written text is understood. According to Richards Jack C and Richard Schmidt. (2010), Here, it means that the reader understands the written text by any process. How to understand a written text depends on the reader he knows. The nature of reading itself has been put forward by many experts, including the following: According to Tompkins, Gail. (2010) Reading is a complex process of understanding written text. Reading comprehension is basically defined as the ability to understand the information that has been read. Reading comprehension is the process of recognizing text and remembering any information in the text. Sometimes some students find it difficult to understand the text they have read, so they do not get anything from the text. According to Tompkins, Gail. (2010) Students must understand what they are reading to learn from experience; they must make sense of the words in the text to maintain interest; and they must enjoy reading to become lifelong readers. The Students must understand what they read by learning from experience, they must be able to consider the words in the text to maintain interest, and they must enjoy reading in order to survive long in reading. Reading comprehension is an activity of absorbing detailed information through interaction and engagement with written language and the experience of the reader. Therefore, the purpose of reading comprehension is not just translating written language into spoken language. According to Wolley, G. (2011) The goal of reading comprehension is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Question-Answer Relationship (QAR)

The reading comprehension lesson plan in this study used the Question-Answer Relationship (QAR) strategy. This strategy is designed so that teaching and learning activities are more effective and can achieve the expected competencies, especially in learning English reading comprehension. The QAR strategy can improve students' ability to answer comprehensive questions by providing a systematic means. The level of the QAR question greatly affects the level of students' understanding of the reading. According to Tompkins, Gail. (2010) The questions students ask shape their comprehension: If they ask literal questions, their comprehension will be literal, but if students generate inferential, critical, and evaluative questions, their comprehension will be higher-level. The questions that students ask determine the condition of their understanding, if they ask literal questions, then their understanding is limited to literal knowledge, but if students produce inferential, critical, and evaluation questions, then their understanding will be at a higher level. According to Tompkins, Gail. (2010) The QAR strategy in learning reading comprehension is intended for intermediate to advanced students. This strategy can be done individually or in groups. The elaboration of the QAR strategy is divided into five steps, namely: 1) Reading the questions Students read the questions for the first time before they read the text. This will give students an idea or picture of what to think about and look for when reading. 2) Understanding the level of QAR questions Students are required to understand the level of thinking contained in the question and the level of thinking needed to answer the question. 3) Reading the reading text Students read the reading text, while reading they also think about the answers to the questions that have been read before. 4) Answering questions Students re-read the questions. Students determine where to get answers according to the QAR level and write the answers. 5) Sharing answers Students will share and discuss their answers with the whole class.

METHOD

This study aims to improve the reading comprehension of the XII grade students of SMAN 1 Jatitujuh through the Question-Answer Relationship (QAR) strategy. The method in this study is a quantitative method. this means that the authors conducted research using statistical formulas, namely using pre-experimental research. the author uses a pre-experimental design, which was carried out with a one group pre-test and post-test design. Observations were made in this design twice, namely before treatment and after treatment. this design can be described as:

Table 1. Research design

Pre test	Treatment	Post test
X1	x	X2

O1 : Pre-Test

X : Treatment

O2 : Post-Test

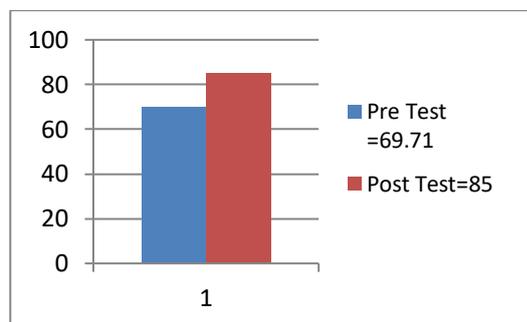
This research was carried out in three stages, namely before the experiment, the implementation of the experiment, and the measurement after the experiment. These stages will be described as follows: 1) The stage before the experiment at this stage was carried out measuring the initial stage or reading comprehension ability of the control group and experimental group students. This step was taken to determine the initial abilities of the two groups. 2) The implementation stage of this experiment is the stage of giving reading comprehension learning treatment to the experimental group and the control group. The treatment for the experimental group was carried out using the QAR strategy. 3) The measurement stage after the experimental stage is complete, the two groups will be given a final test or posttest. The test results from the pretest and posttest will be compared to measure whether the scores of each group have increased, remained the same, or even decreased.

The data analysis technique in this study used a t-test with the help of the SPSS 20 computer program. The use of this analytical technique was intended to determine the significant difference in reading comprehension skills between students who were taught using the QAR strategy and those taught without using the QAR strategy in class XII students of SMAN 1 Jatitujuh and testing the effectiveness of the QAR strategy in learning reading comprehension.

RESULTS AND DISCUSSION

There are three discussions in the research results. These results are the results of students' reading comprehension before using the Question-Answer Relationship (QAR) strategy, students' reading comprehension after using the Question-Answer Relationship (QAR) strategy, and improving students' Question Answer Relationship (QAR) strategy in reading comprehension. The following describes the sequence for obtaining student understanding data in reading comprehension after using the Question Answer Relationship (QAR) strategy by giving a test. Based on the results of the study, the use of the Question Answer Relationship (QAR) strategy on learning achievement in reading comprehension of grade XII students of

SMA Negeri 1 Jatitujuh Majalengka, the results before and after using the Question Answer Relationship (QAR) strategy increased. Improved pre-test and post-test tables.



The picture above shows that the average score of students before and after learning using the Question Answer Relationship (QAR) strategy. The main value of the pre test is 69.71 and the post test is 85.

- A. Based on the data before using the Question Answer Relationship (QAR) strategy that has been carried out, the results obtained are: The students' reading comprehension achievement in the very good category is 6%. That means there are two students. The students' reading comprehension achievement in the good category is 26%. This means there are nine students. The students' reading comprehension achievement in the medium category is 57%. That means there are 20 students. The reading comprehension achievement of students in the poor category is 11%. This means there are four students. The students' reading comprehension achievement in the very poor category is 0%. This means that there are no students the average value of the pre-test is 69.71.
- B. Based on the data after using the Question Answer Relationship (QAR) strategy, the results obtained are: The students' reading comprehension achievement in the very good category is 32%. This means that there are 11 students. The students' reading comprehension achievement in the good category is 60%. This means that there are 21 students. The students' reading comprehension achievement in the sufficient category is 8%. That means there are three students. The average post-test score is 85.
- C. To find out data about increasing the use of the Question Answer Relationship (QAR) strategy on students' reading comprehension, the researcher used the pre-test and post-test one group design formulas. Based on the results of the study, using the Question Answer Relationship (QAR) strategy on the reading comprehension learning outcomes of class XII students of SMA Negeri 1 Jatitujuh, the post-test results obtained, namely the average score of 85 and the average value of the pre-test was 69.71, meaning that there were increase in score from pre-test to post-test.

CONCLUSIONS

After collecting and analyzing research findings about improving the Question Answer Relationship (QAR) strategy on students' reading comprehension at SMAN 1 Jati Tujuh Majalengka, the researcher can conclude as follows:

- A. The author found that the students' reading comprehension achievement data before using the Question Answer Relationship (QAR) (variable X1) had an average score of 69.71. This means that the student's score is sufficient.
- B. The author found that the data on students' reading comprehension learning outcomes after using the Question Answer Relationship (QAR) strategy (variable X2) had an average score of 85. This means that the students' scores were good. So the post test results rose by 15.29 from 69.71 to 85.
- C. From the results of the T-Test calculation, the results of increasing student achievement with the Question Answer Relationship (QAR) strategy in reading comprehension are 11,867. It can be concluded that the effect of the Question Answer Relationship (QAR) strategy on students' reading comprehension achievement is included in the sufficient category, namely there is a sufficient or sufficient correlation between variable X and variable Y.

T-count is 11.867 and determining Md (mean of difference between Pre and Post test) the authors found the result of T-table is 2.032. It means T-count (H_a) > T-table (H_o). So, the researcher concludes that there is an increase in the Question Answer Relationship (QAR) strategy on the reading comprehension of the twelfth graders of SMA Negeri 1 Jatitujuh Majalengka. Question Answer Relationship (QAR) strategy is effective and can improve students' reading comprehension.

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