THE EFFECT OF USING QUESTION AND ANSWER RELATIONSHIP (QAR) STRATEGY ON READING COMPREHENSION

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Abstrak

Problem in this research is how to improve reading comprehension by using Question and Answer Relationship (QAR) strategy at the X Grade of SMA Negeri 1 Batangtoru. Thus, the objective of this research is to know if there is any significant effect of using Question and Answer Relationship (QAR) strategy to students' reading comprehension at the X grade of SMA Negeri 1 Batangtoru. Experimental research method is the research method that is used by the researcher to conduct this research. Population of this research was the X students of SMA Negeri 1 Batangtoru, namely 151 students while for tecnique of taking the sampling by using cluster sampling that is 36. The instrument of this research is test about reading comprehension.Based on the data that has been analyzed, it can be found that (1) the students' achievement in reading comprehension by using Question and Answer Relationship (QAR) strategy) at the X grade of SMA Negeri 1 Batangtoru is "enough" (69.72), (2) their value before using Question and Answer Relationship (QAR) strategy at the X grade of SMA Negeri 1 Batangtoru can be categorized "enough" (61.94), and (3) there was a significant effect of using Question and Answer Relationship (QAR) strategy on reading comprehension at the X Grade of SMA Negeri 1 Batangtoru. It meant that the hypothesis was accepted.

Keywords: Question and Answer Relationship (QAR) Strategy, Reading Comprehension

Pendahuluan

Language as a tool of communication is a central fact of human existence and social process. It performs two basic functions of human beings in daily life. The first, to be able them to think in very complex ways by providing a structure for naming and expression the relationship between concepts and the second to make them better to communicate with one other. These two basic functions of language were obviously closely related to each other.

English is one of a foreign language in Indonesia that is provided as compulsory subject to students of the primary school, junior high school and even in higher education level. One of the objectives of teaching English to the students is to improve their ability in four language skills, they were: listening, speaking, reading and writing. From the objectives above, the teacher of English should develop the students' reading ability. It is because reading is minimum requirement in studying English.

The urgency of having communication skill in English in globalization era is high. It meant that students should be able to provide their capacity to face their competitive. Therefore, in Indonesia educational systems provides curriculum which support the improvement of English communication ability.

Reflecting to the purpose of teaching English for senior high school in school based curriculum, The students were able to communicate in informational level. It meant that the students should be able to get an information by written or orally.

People read for many reasons, such English skill as reading for getting information, solving problems and for pleasure. Reading ability enables to express and develop their knowledge. Consequently, reading is very crucial for human being and it is one of the most fundamental skills to be enquired in learning a language.

Reading is believed as the keys to gain knowledge that important for the people in this global era. People need to read in order to get anformation. Without reading people cannot gather the information which develops in their environment.

Based on the preliminary observation of the subject of the study, the teacher usually gives the students assignment to read the text. Before teaching and learning activity, the teacher tells about information related to what were the students going to do. After that, the students just read from beginning to the end. If the students do not understand, reading will be repeated. Then the teacher does inquiry and discussion to know the right answer. This activity is still done and applied. The result is the students feel bored. This habit influence the students reading achievement whose grades were not good enough.

By considering this importance of reading, it can be said that reading should be mastered by the students. If the students can not master reading, they will get many difficulties in understanding English, such as; they cannot get information from written and printed material, they cannot response text well, they cannot express their ideas or feelings into written forms, and they cannot pass in national examination because it is surely needed good reading skill, and so forth.

In reality, the students' ability in reading comprehension is still far from the expectation. This is known from first observation to the tenth grade students of SMA Negeri 1 Batangtoru. Furthermore, the fact is supported with average score of the students. Majority of the tenth grade students of SMA Negeri 1 Batangtoru have 70 mark in English subject, while their minimal target is 75 (DKN Kelas X SMA Negeri 1 Batangtoru). It meant that the students do not able to get their target in English subject. Thus, it can be said that the students still have problems in English subject and it is included to reading ability.

Considering on the problem above, there were many factors that influence the successful of the students in reading comprehension ability. Such as: teaching strategy (question and answer relationship/QAR strategy), intelligence, motivation, interest, giving some homework, asking the students to remember some vocabularies, personality of the teacher, environment, facility of the students, society, library, family, etc. The phenomenon pushes the teacher of English, also facilitator, to use appropriate method and media in order to increase the students' reading comprehension without decreasing students' motivation.

Actually, there were many efforts that teacher does in teaching to improve the students' reading comprehension. Such as: trying some strategy of teaching, giving some training, taking difficult word from the text before reading, asking the students to practice their reading, using English in learning process, etc. But the effort were seen not suitable because there is no improvemnet of students reading comprehension.

1. **The Nature of Reading Comprehension**
   a. **Definition of Reading**

Reading is an activity or process in getting an information. It involved between the text and the readers. The important of reading was very crucial because it was one of the language skills which was a high connection with someone ability in using a language. When people were reading they construct and search the meaning of the language based on their perception to the text bring to them.

Nunan (2005: 69) said, "Reading is a set of skill that involves making sense and deriving meaning from printed word." Similarly, Patel and Jain (2008:113), "Reading meant to understand the meaning of printed or written symbols". Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life which can update his/ her knowledge. Reading skill is an important tool for academic success. It meant that reading is understanding of printed or written symbol. Reading process is very important for academic success because through reading, reader can up date his/her knowledge.

Furtheremore, Patel and Jain (2008: 114) said that "Reading is not only a source of information and pleasurable activity but also as a meant of consilidating and extendin one's knowledge of the language". The quotation pointed out that reading can be used and source information, pleasurable, consolidating and extending knowledge of the language.

While Serravalo (2010: 43) said, "Comprehension is at the hearth of what it meant to really read". It is known thar comprehension meant as the core of reading. Comprehension is important in reading. Basically, no reading without comprehension.

According Klingner, et.al., (2007:.2) "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".

Moreilon (2007: 10) stated, "reading comprehension is making meaning from print and from visual information. But reading comprehension was not simple. Reading comprehension was an active process that requires a great deal of practice and skill". Reading comprehension needed complex process to get important information or main idea from the reading materials. In this case is getting information or main idea needed certain skill and narrows to the reading skill or reading ability.

From the explanation above, it can be seen that reading is basically is very complex and interactive process and process of various kinds of element. It is a process of two ways, so while readers were organizing the words very rapidly and keeping them active in their memories. They were also analyzing the structure of the sentence in assemble the most logical cause level meaning, building main idea of the text comprehension, monitoring comprehension, and so on.

b. The Purpose of Reading Comprehension

There were some experts offering the purposes of reading. One of them is Wooley (2011: 15-16) stated, "purpose 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.

Tarigan (2008: 9-10) suggests, there were seven purposes of reading which were for details or facts, reading for main ideas, reading for sequence of information, reading for inference, reading for classify, reading for evaluate, and reading to compare or to contrast.

In conclusion all reading purposes have their own importance, several purposes will be a part of this study but only the newest and correlated theories will be the core, especially theories that deals finding main idea mastery. The purpose of reading is detrimental for individual, especially for students who were constantly strive for information in their academic life. On the other hand, not all the purposes were taken into account when it comes to EFL learner classroom context. As the activity involve in the classroom is mainly about teaching and learning, so the dominant purposes applied by the students were reading for general understanding, reading for specific information, and reading for organizing and study.

c. The Types of Reading Comprehension

As reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as multifaceted process affected several thinking and language abilities which selects information, ideas from printed materials, there were some types of the reading that proposed by the experts in teaching reading comprehension.

1) Identifying Main Idea

Main idea is the main point which was discussed in a paragraph. Nation (2009: 70) said, "The major goal of expeditious reading would be to increase skimming speed. In skimming the readers get the main idea ow what the text is about. This is sometimes called getting the gist of the text".

Similarly, Moreilon (2007: 96) said, "Main ideas were always dependent on the purpose of a reading". Determining main idea of course the author proposes his/her purpose. it is done because meaning is the author core about the problem that will be discussed..

Dorn and Soffos (2005: 59) said, "Good readers understand how writers organize smaller ideas (sentences) into larger ideas (paragraphs)." In the elementary grades, some teachers have found it helpful to provide students with a framework for writing a paragraph, including a topic sentence that expresses the main idea, details that develop the idea, and a closing sentence that summarizes or restated the idea.

Nation (2009: 115) said, "The main idea behind a process approach is that it is not enough to look only at what the learners have produced". Main idea is gotten if the reader had uderstood the information that was being conveying in text or reading material. Without knowing the information of the author in the text the reader cannot get the main idea.

Based on the explanation above, the writer concludes that identifying main idea is determining the main idea of a text or paragraph. The main idea can appear in the beginning of the paragraph and also can appear in the end of the paragraph.

2) Responding to the Text

Responding to the text meant trying to get the information that will be conveyed by the author. Stone (2007: 66) said "Responding to reading, building relationships, and expanding ideas incorporate thinking." When reader tries to respond the text or reading process it mean that the reader tries to built and expand the idea from the text. Responding the text can done through a sequence of question to the text being read.

Dorn and Soffos (2006: 31) said, "The teacher prompts the children to respond to the message, discuss ing what they learned or reacting to specific story elements". In taching reading the teacher always ask the students to respond the text or message what they have read.

According to Miller (2006: 115), "Readers create interpretations to enrich and deepen their experience in a text". In order to enrich reader knowledge about the information the reading material, she/he needs to make interpretation of the text. Then, Moreilon (2007: 76) stated, "Readers often find themselves answering their own questions with predictions about what will happen next or with inferences drawn from the author's or illustrator's creations." responding or inferring the information from the reading material a reader can make some question. The question is guided to explore the author information.

Then on the line strategy of predicting and the between the lines strategy of inferring prompt readers to turn the page to find out if their hypotheses were correct. Predictions were educated guesses about what will happen next based on what is known from reading the text; prediction can also involve readers' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find clues or connecting pointed, make predictions or inferences, and draw conclusions. These conclusions or interpretations were a critical part of reading comprehension. Readers who make predictions and inferences before, during, and after they read were actively engaged in the meaning-making process.

Based on the explanation above, the writer can conclude that responding the text is trying to infer the paragraph. Inferring meant looking for some information from the text. The information can be general and specific. Responding can be done by asking some question about the content of the text.

3) Identifying Word Meaning

Identifying word meaning was trying to find out the word meaning the text. Word meaning can be literal (explicit meaning) or contextual (implicit meaning). It meant that the students should be able to decide: a) reference words, b) antonym, c) synonym, d) definition that kind in the sentence or paragraph. Proficient readers were able to effortlessly identify virtually every printed word they encounter. Scanlon, et.al. (2010: 76) said, "Readers determine meanings of unknown words by using their schema, paying attention to textual and picture clues, rereading, and engaging in conversations with others."

The quotation meant that the process of identifying word meaning, reader can use her/his schema, attention to textual and picture clues rereading, and so forth. It is done in order to determine the close idea to the author's message. Fleckenstein, et.al (2008: 9) said, "in terms of language. After all, the whole concept of the definition of a word depending on the context in which it appears—its connection to other words in a sentence—is an integral part of our language teaching."

The quotation meant that word to word meaning needs to be determined to make the real meaning of the word in the text. Without determining word to word meaning the accurate meaning cannot be reached. After knowing the word meaning reader will try to make perception by considering to the situation of the context. Thus, effective word-solving skills allow readers to "teach" themselves to read the vast number of words they must ultimately be able to identify without effort.

Inaddition, based on the explanation previously, the writer can conclude that reading comprehension is the students' ability to comprehend the process of finding or determining information, ideas from the texts or reading material. The information or the idea of the text can be as main idea, text responding and word meaning. So the indicators were1) identifying main idea, 2) responding to the text, and 3) identifying word meaning in the text.

2. The Nature of Question and Answer Relationship (QAR) Strategy
a. The Definition of Question and Answering Relationship (QAR) Stretagy

Questioning and Answering relationship (QAR) strategy was a teaching instructional by giving some questions to the students. The students gave opportunity to involve in teaching learning process, because they were hoped to think critically.

Browney and Keeley (2007: 2) said, "asking and questionship is an effort to reach a personal decision about the worth of what you have experienced." It meant that making qestion and giving response or answer is aimed to know how the reader prior knowledge of the reader to text. Of course it brought the reader focus on the information of the author.

Quesions-Answer Relationship (QAR) was reading strategy which usesfull to increse students' comprehension in reading comprehension. Actually, this strategy helped the students to get reading comprehension by the relationship between questions-answer. In this, the quesions and answer were involved into the text. Therefore, it was called that QAR was teaching strategy which was appropriate used for the students in the teaching and learning process of reading.

Wagner (2011: 10) explained, "questions-answer relatinship (QAR) was a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions." It indicated that QAR was appropriate teaching strategy or teaching way in the teaching and learning process of reading comprehension. By having the QAR, the students were predicted to have comprehension by answering certain questions that were related with text/reading material.

Rafael and au in Rachell, et.al (2007: 2) pointed out, "QAR as a framework for reading comprehension instruction as well as a framework for reading strategy use. For the teacher, using QAR to frame the questioning activities within the reading cycle guided their modelling question-asking practice in the before, during and after reading phase."

Based on the quotations above, it can be concluded that QAR was teaching strategy for teaching reading. In this case, the students were made to have comprehesion by their own ways. In other words, the students need to be active in answering the quesions that have been offered by the teacher. Actually, the questions and answer were involved in the reading material or text.

b. The Steps of Questions-Answer Relationship (QAR)

Application of the QAR showed certain steps to have it in the teaching and learnig process. In simple words, how to act teaching methodology based on QAR belongs to the application. In general, there were many steps which were need to show by the teacher, namely the offers instruction on: right there, think and share, author and me, and the may own. In this case, they were just used as terminology in applying the QAR in the teaching and learning process of reading comprehension.

Wagner (2011: 10) pointed out, "there were many steps that should be applied to have questions-answer relatinship (QAR) strategy in the teaching and learning process of reading comrpehension. The steps were included into: right there, think and search, author and me, and on my own."

Regarding to the previous quotations, the writer thinks that the steps can be elaborated into these elaboration.

1. Right there, it is indicated that the answer of the quesions were included into the text. In other words, right there shows the topic of the quesions-answer.
2. Think and answer, it is indicated that the answer should be taught and searched thoruhg the text.
3. Author and me, it is indicated that there is comparision to know the perception of the author with the readers.
4. My own, it is indicated the final perception or conclusion of the readers toward comprehension on the text.

Similarly, Rachel,et.al (2012: 50-51) stated, "pupils in the experiment group received a model of instruction that included explicit instruction of the difference between text-based and knowledge-based responses, modeling/thinking aloud, scaffolding by progressing from shorter to longer texts and beginning with right there questions for which the task demand is more straightforward and going on to questions that required the use of multiple sources and finally independent practice."

In other view, According to yulianti (2013: 22-23) there were several steps that included into the using of questions-answer relationship (QAR). The steps were:

1. The teacher introduces QAR and explains the four types of question/answerships (QAR).
2. The teacher models QAR process by using a short reading passage. First, read the story and question to the students. Vthen identifywhich QAR are evidenced through the question given. Finally, answer question and discuss..
3. The teacher proctice identifyingthe QAR with the class.
4. The teacher provide independent practice
5. The teacher gradually increase the length andcomplexity of the etxt used with QAR.
6. The students continue to use QAR throughot the year across curriculum in science, social studies and health.

From the quotations, it can be inferred that QAR get certain steps in methodology of teaching. The steps included into: 1) determine right here information, 2) allow think and share information, 3) creating comparison between author and the readers/students, and 4) the last allows the student to have theirown conclusion.

Based on the explanation above, the writer can conclude that Quesions and Answer Relationship (QAR) strategy is reading strategy which usesfull to increse students' comprehension in

reading comprehension. Actually, this strategy helps the students to get comprehension by relationship between questions-answer. In this, the quesions and answer were involved into the text.

METHODOLOGY

This research was conducted at the SMA Negeri 1 Batangtoru, exactly at the grade X students of SMA Negeri 1 Batangtoru. The reasons why the writer takes this school as location of the research, because: First, data of the research, namely data of reading comprehension and the using Question and answer relationship can be found in the location. Second, the location had large number of students it was possible to get valid data.

The types of this research belongs to quantitative research. It means that all data in this research will describe quantitatively. Quantitative approach was kind of approach that focused on data or score in explaining the result of the research. This approach gave explanation or description by showing data or score in the research.

Population is a number of all subjects or objects that it has supply data which is needed in the research. Arikunto (2002: 108) states that population refers to all of subjects' research. It means that all of subjects in the researching area become population of the research. Based on the quotation above, the writer takes conclusion that population refers to whole of research objects/subjects which their characteristic. The population are targeted to be generalizing. Thus, the writer chooses the X grade students of SMA Negeri 1 Batangtoru as population with 151 students. The writer takes the grade X because reading comprehension is taught in this grade. Furthermore, Arikunto (2002: 134) states, "*Apabila subjek kurang dari 100 orang, lebih baik diambil semua sehingga penelitiannya merupakan penelitian popualsi. Tetapi jika jumlah subjeknya besar, dapat diambil antar 10-15% atau 20-25% atau lebih.*" It means that sample is a procedure which only takes a part of the population and it is used to secure the characteristic of the population which is demanded by the researcher. Based on the quotation above, the writer takes conclusion that sample is representative of the population and it can get by doing total sampling. Therefore, sample in this research is taken by cluster sampling. Therefore, the numbers of sample are 36 students.

The instruments of this research is test, it means to get the data accurately from the students in the field, the writer uses an instrument. Arikunto (2008:141) says that instrument of the research is a tool or facility which is used by the researcher in collecting the data in order to get the easier process and the better result, in brief definition, complete and systematic so it will be easier to be analyzed. It means that instrument is used by the researcher in collecting or gathering the data in a research. They are the instrument for Y variable and X variable. Where the Y variable is reading comprehension by using QAR and X variable is reading comprehension before using QAR.

To analyze the data the writer uses descriptive analysis formula or descriptive method. Descriptive analysis, it will describe the central tendency (mean, median, and mode). After the data are collected, it is important to analyze the data by using statistical analysis; the formula that will be used is t-test formula.

RESULT

The data of the research for reading comprehension in post test was the score of the students in doing the test. The writer described as follows: the lowest score was 50 and the highest score was 90, it was concluded in order to know the description of the data. From the calculation, it was known that the mean of reading comprehension in post test to the X grade students was categorized "enough". It meant that reading comprehension in post test was satisfied. It shown in the score of each indicator in the table 2 chapter III and can be seen in the explanation below: a) Reading comprehension taught by using Question and Answer Relationship (QAR) strategy with indicators identifying the main idea was categorized "enough". It can be showed by the students' mean score were 65.74% or 710 from 1080. b) Reading comprehension taught by using Question and Answer Relationship (QAR) strategy with indicators responding to the text was categorized "good". It can be showed by the students' mean score were 70.23% or 885 from 1260. c) Reading comprehension taught by using Question and Answer

Relationship (QAR) strategy with the indicators identifying word meaning was categorized "good". It can be showed by the students' mean score were 71.82% or 905 from 1260. While the students without conducting the Question and Answer Relationship (QAR) strategy the lowest score was 40 and the highest score was 85. In order to know the description of the data, after doing calculation, it was found that the average or mean was 61.94, the median was 65 and the mode was 60 and 65. It shows in the score of each indicator in the table 2 chapter III and can be explained as follows: a) Reading comprehension with the indicator main idea and taught without using Question and Answer Relationship (QAR) Strategy was categorized "bad". It can be showed by the students mean score are 59.72% or 645 from 1080. b) Reading comprehension with the indicator responding to the text and taught without using Question and Answer Relationship (QAR) Strategy was categorized "enough". It can be showed by the students mean score was 61.9% or 780 from 1260. c) Reading comprehension with the indicators identifying word meaning and taught without using Question and Answer Relationship (QAR) Strategy was categorized "enough". It can be showed by the students means score are 63.89% or 805 from 1260.

Based on the above calculation, the researcher has found that the coefficient of t_0 2.104. It was compared with the score of t_t on degree of freedom (df) 70 or $(N_1 + N_2 - 2) = 36 + 36 - 2 = 70$. So, the score of t_t 2.00 of 5% significant degree. It means that the score of t_o was greater than the score of t_t namely $= 4.03 > 2.00$. From the score, the hypothesis was accepted.

DISCUSSION

As it was the first time for the researcher to conduct a research, the researcher realizes that there were some mistakes and weaknesses that can be seen in this research. These weaknesses were caused by the lack of the references, fund, and the ability of the researcher in analyzing the data, researcher's time, also the researcher's knowledge. For those mentioned above, the researcher realized and asked apologies.

In spite of those weaknesses, however, the researcher can make it as the first experience to do further research. Hopefully, this research might be as a reference for other researcher in carrying out other research

Thus, the finding of the research can be found as follows:

After conducting the research, the researcher found that students' reading comprehension by using Question and Answer Relationship (QAR) Strategy was better than taught before using Question and Answer Relationship (QAR) Strategy. It meant that independent and critical thinking directly can help students to get more information in reading comprehension. Furthermore, research finding can be described as below: Students' reading comprehension taught before using Question and Answer Relationship (QAR) Strategy was 69.72.

- Students' reading comprehension taught before using Question and Answer Relationship (QAR) Strategy was 61.94.
- The coefficient of t_0 2.104. It was compared with the score of t_t on degree of freedom (df) 70 or $(N_1 + N_2 - 2) = 36 + 36 - 2 = 70$ while t_t 2.00 of 5% significant degree. It meant that the score of t_o was greater than the score of t_t namely $= 4.03 > 2.00$. From the score, the hypothesis was accepted. It meant that there was a significant effect of using Question and Answer Relationship (QAR) strategy in reading comprehension at the grade X of SMA Negeri 1 Batangtoru.

Based on the research finding, the writer found that Question and Answer Relationship (QAR) strategy can improve the students reading comprehension. It occored because students motivation and interest increased. The increasing due the using students experience in reading process. It was of course different with relevence theory which was only control on eficiency of the step of Question and Answer Relationship (QAR) strategy. So, this research had significant improvement of students reading comprehenwsion.

CONCLUSION

1. Conclusions

Based on the result of this research, the conclusion can be formulated as follows: 1) The aplication of Question and Answer Relationship (QAR) strategy in reading comprehension was in mean score 3.38. It can be categorized "very good" . 2) Students Result in reading comprehension without using Question and Answer Relationship (QAR) Strategy was 61.94, it can be said that the criteria "enough". While students' result in reading comprehension by using Question and Answer Relationship (QAR) Strategy was 69.72, it can be said that the criteria "enough". 3) There was a significant effect of using Question and Answer Relationship (QAR) Strategy in reading comprehension at the Grade X Students of SMA Negeri 1 Batangtoru. It can be seen from the calculation and explanation that value of t_0 namely, 4.03 > 2.00. it meant that hypothesis was accepted. So, there was a signifcant effect of using Question and Answr relatiomship (QAR) strategy in reading comprehension.

2. Implications

Based on the conclusion above, it could be said that Question and Answer Relationship (QAR) strategy was aspect in reading comprehension. Thus, teacher was expected to give more their focus in teaching reading comprehension, especially by using Question and Answer Relationship (QAR) strategy. Furthermore, Question and Answer Relationship (QAR) strategy is using QAR to frame the questioning activities within the reading cycle guided their modelling question-asking practice in the before, during and after reading phase. In Question and Answer Relationship (QAR) strategy, teacher gives a big chance for students to solve their problem itself, and get conclution by their our based on the information from reading material.. Moreover, teacher could give motivation to students in order they have interest in reading comprehension especially by using Question and Answer Relationship (QAR) strategy.
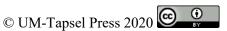
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