Question-Answer Relationship Strategy to Improve Students' Reading Comprehension Through Narrative Text

Nur Fajriah Rahmadayani[1], Andi Hudriati[2], Sulastri[3]

[1]Universitas Muslim Indonesia; nurfajriahrahmadayani@gmail.com
[2]Universitas Muslim Indonesia; andi.hudriati@umi.ac.id
[3]Universitas Muslim Indonesia; sulastri.sulastri@umi.ac.id

Article Info	Abstract
	Reading is not an easy task to do. Reading is a thinking process. The act of recognizing words requires the interpretation of graphic symbols. This study aims to determine the implementation and students' obstacles to using the Question-Answer Relationship (QAR) strategy to improve students' reading comprehension skills through narrative text. This study used a quantitative method with a pre-experimental class with one group pretest-posttest design. This research was conducted in class VIII SMP Negeri 8 Makassar which involved 35 students as the research sample. The researcher used reading tests and questionnaires as instruments for data collection. The results showed that the use of the QAR strategy could improve students' reading comprehension skills significantly. The students' average score on the pre-test was 39.14 After applying the QAR strategy, the students' average score on the post-test increased to 69.14. There was an improvement of 57% from the pre-test to the post-test. The researcher concluded that the use of a Question-Answer Relationship (QAR) strategy could improve the students' activeness in teaching learning process.
Corresponding Author	Nur Fajriah Rahmadayani1 Universitas Muslim Indonesia; nurfajriahrahmadayani@gmail.com
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INTRODUCTION

Language learning is learning that is directed to improve students' ability to communicate well both orally and in writing. Good language skills are very important in supporting various aspects of life, both educational aspects, work, and also social aspects (Hotimah, 2017; Haryemi, 2023; Thao, 2023). Language has a very important position and role in the world of education in an effort to advance the nation's education (Putri, 2020; Zein, et al., 2020). So, we should implement it this language both in the world of education and in everyday life.

According to Sulasri, Hudriati, & Syarifuddin (2023), learning language requires the development of four skills, speaking, listening, reading, and writing. Every ability has a close connection to linguistic processes. A person's mentality is reflected in their language skills; it was an obvious method of thinking. Only a great deal of training and practice are necessary to develop and master a skill.

Reading is an important skill that must be taught by the teacher because, through reading, students are expected to be able to get more certain knowledge, information, and pleasure. Reading is not an easy task to do. Reading is a thinking process. The act of recognizing words requires the interpretation of graphic symbols. Thus, students also need the skill or ability to understand the written form, which is called reading comprehension (Solihin & Muaz, 2022).

As we know at school, there are many problems faced in learning a language, one of which is in answering some questions related to reading texts. Many students waste too much time to answer comprehension questions. They tend to read all the text to answer one question only then they will repeat to read the same text to answer the next questions. As a result, many students run

out of time and cannot finish the test optimally. Besides that, many students lack in mastering reading language skills. They tend to be passive learners and unable either to use their literal knowledge to deliver their ideas or opinion in discussing such questions related to the text or to use their high-level of thinking in understanding the text. Based on observations the researcher found the same problem at the second grade of SMP Negeri 8 Makassar.

To solve these problems, the researchers conducted a Question-Answer Relationship (QAR) strategy to enhance students' reading comprehension of narrative text. QAR strategy helps students to consider information obtained by text or their own background knowledge. This strategy aims to elaborating students' thinking of processes. It develops their metacognitive abilities to understand different types of questioning and the relationship between the question and answer (Sholihah, 2019; Afriani, Anggraini, & Riswanto, 2020).

Several studies have been conducted and have proven that this type of strategy can help students with their reading comprehension. Previous research has been done by Fuad Abdul Baqi (2014) entitled "Employing Question-Answer-Relationship (QAR) Strategy to Improve Students' Reading Comprehension." It showed that teaching reading comprehension through the Question-Answer Relationship (QAR) strategy is effective. The second study was conducted by Rani Herning Puspita (2013) and entitled "Question-Answer Relationship as a Strategy to Improve Reading Skill in Narrative Text of Students". The study shows using the QAR strategy improved the students' reading comprehension and the statistical analysis shows a significant score between the pre-test and the post-test. Furthermore, using the QAR strategy had positive effects and increased students' reading comprehension of narrative text.

METHOD

This study uses a quantitative approach. The research design is a quasi-experiment. In its implementation, this type of experiment does not yet meet the requirements of a scientific experiment by following certain established rules. The researcher used a pre-experimental class by using pre-test, treatment, and post-test design. This research was conducted at SMP Negeri 8 Makassar. The data source in this research is the students in the second grade. There are 35 students for whom data can be collected for research purposes. The first is the reading test, the purpose of the reading test is to determine the QAR strategy to improve students' reading comprehension through narrative text the second is a questionnaire, the purpose of the questionnaire is to find out the students' obstacles to using the QAR strategy. This section explains the data collection procedures used by the researcher. There were pre-tests, treatment, post-tests, and questionnaires. Pretest and post-test were two different types of tests used in this research. A pre-test is carried out before starting treatment. The post-test was carried out once after the treatment. A pre-test is used to find out initial data from students. The treatment was carried out once before being given a post-test and post-test to find out what they had received during treatment. The questionnaire in this research was conducted after applying the QAR strategy. Tabulating the data and then analyzing it into the main analysis to know the mean score of the students and questionnaire analysis. It means a score of the students, the researcher collected the data by using SPSS.

RESULTS AND DISCUSSION

The results of this study showed that the researcher analyzed the distribution of pre-test and post-test scores to improve students' reading comprehension through the implementation of question-answer relationships. This was apparent through both the percentage of improvement and the students' average reading comprehension score. As shown in the table below.

Table 1. Averange Value and Improved Student Understanding

Indicator	Mean Score		Improvement %
	Pre-test	Post-test	
Reading comprehension through narrative text	39.14	69.14	57%

Table 1 showed that students' mean scores increased from the pre-test to the post-test in terms of reading comprehension. The student's pre-test average was 39.14 which considered to be a poor score. However, following the treatment, students' reading comprehension improved. The average post-test score for students was 69.14 and was considered good, gave validation of this. Thus, there has been a 57% improvement of students' achievement.

The paired sample t-test is used to find out whether there is a difference in the average of two paired samples. The guidelines for decision-making in the paired sample t-test are based on the significance value (Sig.) of the SPSS output results, which are as follows: If the value of significance (2-tailed) < 0,05, then H0 is rejected and Ha is accepted. On the other hand, if the value of significance (2-tailed) > 0,05, then H0 is accepted and Ha is rejected. The result of the paired sample t-test can be seen as follow:

Table 2. Paired Sample T-test

		Paired Differences					T	Df	sig. (2-tailed)
		mean	std. deviation	std. error mean	95% Confidence Interval of the Difference				
					lower	Upper			
pair 1	Pre test - Post test	-30.000	7.174	1.212	-32.464	-27.535	-24.739	34	0.000

Based on the table of "Paired Sample Test" it is known that the value of significant (2-tailed) is 0.00 < 0,05, the HO is rejected and Ha is accepted. It can be concluded that there is an average difference between the Pre-test and Post-test learning outcomes, which means the use QAR strategy increase a significant effect and can improve students` reading comprehension.

After the implementation of QAR strategy was done, in the last meeting after did a post-test, researcher asked the students to answer the questioner regarding to what were their obstacle by using QAR strategy. The purpose of this questionnaire was to determine the obstacles of QAR strategy during the treatment. The frequency and the rate percentage of the students' score of interest are presented as follows:

1. *Do you have difficulties identifying the appropriate question types of each QAR category?*

Table 3. Data Analysis Statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	34.3	34.3	34.3
	Agree	14	40.0	40.0	74.3
	Undecided	1	2.9	2.9	77.1
	Disagree	8	22.9	22.9	100.0
	Total	35	100.0	100.0	

2. *Do you have problems in interpreting answers correctly, especially in the case of "Think and Search" type questions?*

Table 4. Data Analysis Statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	25.7	25.7	25.7
	Agree	20	57.1	57.1	82.9
	Disagree	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

3. *Do you have difficulty connecting your answers back to the source text especially in the case of "Author and You" type questions?*

Table 5. Data Analysis Statement 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	20	57.1	57.1	57.1
	Agree	11	31.4	31.4	88.6
	Undecided	1	2.9	2.9	91.4
	Disagree	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

4. *Do you feel the QAR strategy helps improve your understanding of the material being researched?*

Table 6. Data Analysis Statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	42.9	42.9	42.9
	Agree	9	25.7	25.7	68.6
	Undecided	8	22.9	22.9	91.4
	Disagree	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

5. *Do you feel QAR strategies influence the way you approach exams or evaluations in lessons involving text?*

Table 7. Data Analysis Statement 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	22.9	22.9	22.9
	Agree	5	14.3	14.3	37.1
	Undecided	5	14.3	14.3	51.4
	Disagree	8	22.9	22.9	74.3
	Strongly Disagree	9	25.7	25.7	100.0
	Total	35	100.0	100.0	

6. *I'm having difficulty identifying the difference between the QAR question types "Think and Search" and Author and You".*

Table 8. Data Analysis Statement 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.7	5.7	5.7
	Disagree	4	11.4	11.4	17.1
	Undecided	2	5.7	5.7	22.9
	Agree	12	34.3	34.3	57.1
	Strongly Agree	15	42.9	42.9	100.0
	Total	35	100.0	100.0	

7. *I am good at reading comprehension after learning by using QAR.*

Table 9. Data Analysis Statement 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	11.4	11.4	11.4
	Undecided	5	14.3	14.3	25.7
	Agree	14	40.0	40.0	65.7
	Strongly Agree	12	34.3	34.3	100.0
	Total	35	100.0	100.0	

8. *I am having difficulties finding appropriate answers based on the QAR question types that have been identified in the text.*

Table 10. Data Analysis Statement 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.9	2.9	2.9
	Disagree	14	40.0	40.0	42.9
	Undecided	1	2.9	2.9	45.7
	Agree	10	28.6	28.6	74.3
	Strongly Agree	9	25.7	25.7	100.0
	Total	35	100.0	100.0	

9. *I feel QAR strategy helps me in solving problems in the text.*

Table 11. Data Analysis Statement 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	8.6	8.6	8.6
	Undecided	8	22.9	22.9	31.4
	Agree	11	31.4	31.4	62.9
	Strongly Agree	13	37.1	37.1	100.0
	Total	35	100.0	100.0	

10. *Learning by using QAR makes my time more efficient in reading.*

Table 12. Data Analysis Statement 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	22.9	22.9	22.9
	Undecided	3	8.6	8.6	31.4
	Agree	12	34.3	34.3	65.7
	Strongly Agree	12	34.3	34.3	100.0
	Total	35	100.0	100.0	

Based on the research findings, the pre-test and post-test scores increase significantly, as seen by a pre-test score of 1370 and a post-test score of 2420. The average before the test was 39.14, and after it was 69.14. The average score improved by 57% on average from the pre-test to the post-test. This indicates that the pre-test and post-test show significant differences. The average score of learning outcomes following treatment implementing the QAR strategy and the learning outcomes prior to treatment significantly difference from each other, as can be seen from the statistical calculations above. From the discussion above, it could be conclude that QAR strategy was successfully implemented by the students in comprehending the text. Moreover, by implementing QAR strategy in reading the students could understand well the text because the questions had represented the contained of the text itself.

From data anlaysis questionnaire from the first statement to the last statement, that there are several obstacles faced by the students for different reasons, such as most students are still have difficulty identifying the appropriate question types of each QAR category, some students still didn't know how in interpreting answers correctly, especially in the case of "Think and Search" type questions,the students are still difficulty connecting your answers back to the source text especially in the case of "Author and You" type questions.

CONCLUSION

In implementing QAR strategy was able to improve the students' reading comprehension at the second grade of SMP Negeri 8 Makassar. It is proved by the students' achievement in Post-test was higher than pre-test where in the pre-test the students' mean score is 39.14, but after treatment in the post-test the students' means score becomes 69.14. there was 57% improvement

from pre-test and post-test. This means that there is a significant difference between the pre-test and post-test. The researcher concluded that the use of a question-answer relationship strategy could improve the students' activeness in teaching learning process.

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