# QUESTION ANSWER RELATIONSHIP (QAR) IN TEACHING READING COMPREHENSION AT SMPN5 BANDAR LAMPUNG

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**Abstract**: The aims of this research were to implement the procedure of teaching reading through question answer relationship, to find out a significant difference in students' reading achievement after being taught through QAR, to find out the students' problems when they were taught by using QAR. It was conducted at the eighth grade of SMPN5 Bandar Lampung. The data were collected by using a multiple choice test and questionnaires. The result of the first research question showed that the researcher taught students by using QAR strategy which was adapted from Raphael, the second research question showed that there was significant difference of the students' reading achievement after being taught through QAR. This finding also showed that even though there was a significant difference, the students still got difficulties in reading. Beside, the result also showed that some of students got problems when they were taught by using QAR. It might happen because they were confused to use QAR.

## **Keywords:**, *QAR* strategy, students' reading achievement, teaching procedures.

Abstract: Tujuan tujuan penelitian ini adalah untuk mencaritahu prosedur dalam pengajaran membaca melalui strategi QAR, untuk mengetahui perbedaan yang signifikan dalam pencapaian membaca siswa setelah di ajarkan dengan menggunakan strategi QAR. Penelitian ini juga untuk mencari tahu masalah yang di hadapi siswa ketika mereka diajarkan dengan menggunakan QAR. Penelitian ini dilaksanakan di kelas 8 SMPN5 Bandar Lampung.Data dikumpulkan menggunakan tes pilihanganda dan kuesionair. Hasil *research question* pertama menunjukan bahwa siswa diajarkan dengan menggunakan strategi QAR yang diadaptasi dari Raphael. *Research question* kedua menujukan bahwa adanya perbedaan yang signifikan pada pencapaian membaca siswa setelah mereka diajarkan dengan menggunakan setrategi QAR. Penemuan ini juga menunjukan bahwa, meskipun ada perbedaan yang signifikan namun ada beberapa siswa yang menghadapi kesulitan di dalam membaca. Hal ini mungkin dikarnakan beberapa siswa masih binggung dalam menggunakan strategi QAR.

Kata Kunci : Pencapaian siswa, prosedur mengajar, strategi QAR.

## **INTRODUCTION**

Reading is essential in second language acquisition as it has a positive effect on the educational achievement of students. It means that if the students can read, they are easy to comprehend the text and share or retell the stories and information they have read so activities in the class are effective. Because of the importance of this skill, there are naturally many ways to improve the ways the students read and comprehend a passage (Khalaji and Vafaeeseresht 2012).One of them is using OAR. Related to this idea, question answer relationships (QAR) will help students to understand the different types of questions and know how to approach the text based on the different question types effectively and efficiently.

QAR is one of the strategies in teaching reading and it teaches students to answer the questions that require understanding of information from the text and helps them understand the relationship between questions and where the answers to those questions are found. This strategy provides a common language for thinking and talking about answering questions from reading sources through explicitly stated information in the text and implicitly stated. It means that QAR is a tool to help students to get better understanding of the text in answering the question. Conner cited byFard and Nikou (2014) highlights **Ouestion-Answer** Relationship (QAR) as a reading strategy in which students categorize comprehension question where they get information that they need to answer each question. It means that QAR is a strategy that is used by the students to comprehend the question based on the information they get from the text to answer each question.

Raphael (1982) investigated the effect of instructional program in improving students' performance on post-reading comprehension questions indicates that the level of performance on postreading does increase, while Kinnibugh and Prew (2010) investigated that QAR can be used to increase students' comprehension. The previous of teaching reading by using QAR strategy based on Raphael, the teacher taught the student by explicit way while in this research the teacher taught the students by implicitly. Therefore the researcher would like to implement the procedure of teaching by using QAR and to find out whether there is a significant difference of students in students' reading achievement after being taught through QAR and the researcher would like to find the problems which are found by the student when they are taught by using QAR.

## **METHODS**

Thisresearch used one group pre-test, post-test design. It was conducted in **SMPN** 5 Bandar Lampung.The population of this research was eighth grade of students SMPN 5 Bandar Lampung which consisted of eight classes. There were 34 students each class. The researcher took one class as the sample of this research which was chosen randomly. The researcher used two instruments in collecting the data. The first reading test in the form of multiple choices which consisted of 40 questions with four options (A, B, C and D). The reading was analyzed by using iteman in order to get the reliability. The result showed that the Alpha value was of 0.729 this indicates that the level of reliability of the test belong to high. It meant that reading test was good and it could be applied to measure the students' reading comprehension.

Another instrument was questionnaire which was adapted from Baqi (2014) and Peng (2007). The researcher analyzed the questionnaire by using Crombach Alpha in order to get the reliability.

<b>Reliability Statistics</b>									
Cronbach's Alpha	N of Items								
.872	12								

Based on the table above, the researcher found that the result of reliability of the questionnaire is 0.872. It meant that the questionnaire of this research had very high reliability. So, it can be concluded that the reliability of questionnaire is very high. While in order to get validity of questionnaire, the researcher analyze the questionnaire by using Pearson Correlation from SPSS program.

	_													Total
		N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N
N1	Pearson Correlation	1	.553**	.245	.561**	.453**	.403*	.562**	.588**	.296	.346*	.749***	.464**	.782**
	Sig. (2-tailed)		.001	.162	.001	.007	.018	.001	.000	.089	.045	.000	.006	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N2	Pearson Correlation	.553**	1	.059	.749**	.316	.199	.528**	.440**	.316	.553**	.531**	.347*	.679**
	Sig. (2-tailed)	.001		.741	.000	.069	.258	.001	.009	.069	.001	.001	.044	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N3	Pearson Correlation	.245	.059	1	.293	.031	.043	.257	.417*	102	.384*	.391*	$.408^{*}$	.459**
	Sig. (2-tailed)	.162	.741		.092	.860	.810	.143	.014	.565	.025	.022	.016	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N4	Pearson Correlation	.561**	.749**	.293	1	.283	.098	.395*	.330	.283	.561**	.749**	.260	.665**
	Sig. (2-tailed)	.001	.000	.092		.104	.581	.021	.057	.104	.001	.000	.137	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N5	Pearson Correlation	.453**	.316	.031	.283	1	.354*	.351*	.369*	.547**	.139	.504**	.502**	.621**
	Sig. (2-tailed)	.007	.069	.860	.104		.040	.042	.032	.001	.434	.002	.002	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N6	Pearson Correlation	.403*	.199	.043	.098	.354*	1	.497**	.249	.519**	.232	.405*	.278	.548**
	Sig. (2-tailed)	.018	.258	.810	.581	.040		.003	.156	.002	.187	.018	.111	.001
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N7	Pearson Correlation	.562**	.528**	.257	.395*	.351*	.497**	1	.713**	.488**	.420*	.528**	.412*	.796**
	Sig. (2-tailed)	.001	.001	.143	.021	.042	.003		.000	.003	.013	.001	.015	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N8	Pearson Correlation	.588**	.440***	.417*	.330	.369*	.249	.713**	1	.236	.588**	.440**	.310	.745**
	Sig. (2-tailed)	.000	.009	.014	.057	.032	.156	.000		.180	.000	.009	.074	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N9	Pearson Correlation	.296	.316	102	.283	.547**	.519***	.488***	.236	1	018	.504**	.231	.540**

	Sig. (2-tailed)	.089	.069	.565	.104	.001	.002	.003	.180		.917	.002	.189	.001
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N10	Pearson Correlation	.346*	.553**	.384*	.561**	.139	.232	.420*	.588**	018	1	.357*	.182	.595**
	Sig. (2-tailed)	.045	.001	.025	.001	.434	.187	.013	.000	.917		.038	.302	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N11	Pearson Correlation	.749**	.531**	.391*	.749**	.504**	.405*	.528**	.440**	.504**	.357*	1	.347*	.804**
	Sig. (2-tailed)	.000	.001	.022	.000	.002	.018	.001	.009	.002	.038		.044	.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
N12	Pearson Correlation	.464**	.347*	$.408^{*}$	.260	.502**	.278	.412*	.310	.231	.182	.347*	1	.625**
	Sig. (2-tailed)	.006	.044	.016	.137	.002	.111	.015	.074	.189	.302	.044		.000
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34
Tot	Pearson Correlation	.782**	.679**	.459**	.665**	.621**	.548**	.796**	.745**	.540**	.595**	.804**	.625**	1
al N	Sig. (2-tailed)	.000	.000	.000	.000	.000	.001	.000	.000	.001	.000	.000	.000	
	Ν	34	34	34	34	34	34	34	34	34	34	34	34	34

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

Based on the correlations of computation from the questionnaire, it that was found from the first questionnaire until the last. There were significant tailed 0.00 it meant that the questionnaire 1-12 were valid since the categories of validity should be less than 0.01 and 0.05.

## RESULTSANDDISCUSSION

To answer the first research question, that is, "How is the procedure of teaching reading through question answer relationship (QAR)", first of all the researcher introduced QAR strategy to the students by using a short descriptive text. She introduced two levels of questions from QAR, they were; in the textand in my head. Then, she explained how the way was to answer the question based on the text. She asked the students to read the text by scanning and found the key words of the answer, she also asked the students to reread the text then look for the important information and finally they could conclude it. It was done in order to introduce the students with *right* thereand think and search.

In order to introduce the types of QAR especially *on my own*, the researcher asked the students' opinion about what they have already known of the text and what the author of the text said then they had to predict it. While to introduce the types of QAR especially *author and me*, she asked the students' opinion about what they had already read before and asked them to make the connection.

After the students was introduced to the QAR concepts, the researcher asked them to answer the question by using QAR strategy. She guided the students to find the answer by using QAR strategy and then discussed the answer together with students. In this below is the table of procedure in teaching reading by using QAR

No	Stages	Raphael's procedure	Researcher's procedure
	Pre-activity	<ol> <li>The teacher introduces QAR strategy with short text.</li> <li>Theteacher introduces the two levels of questions in the text and in my head.</li> <li>The teacher explains where the students can find the answer to question</li> <li>The teacher introduces the two types of questions at each level, then generates one of four types of questions and provides the answer to the question.</li> </ol>	<ol> <li>Teacher introduces QAR technique to the students</li> <li>Teacher divides students into some groups, each group consist of four students.</li> <li>Teacher delivers descriptive text to the student</li> <li>Teacher asks the students to read the text by scanning and find the key words answer in order to introduce the students with right there</li> <li>The teacher asks the students to reread then look for important information and then asks them to conclude</li> <li>The teacher asks the students to predict it</li> <li>The teacher asks the students opinion about what they already know of the text and what the author says then asks the students' opinion about what they have already read before and asks them to make the connection</li> <li>The teacher asks the students to answer the question by using QAR</li> <li>The teacher asks the students to answer the question by using QAR technique in their group</li> <li>The teacher discusses the answer together with students</li> </ol>
2	While-activity	<ol> <li>the teacher gives several 75-100 words reading passages and question and answer for each passage</li> <li>the students read each passage, identify the QAR and explain their thinking</li> <li>the teacher gives 150-600 words reading passage divided into for sections</li> <li>the teacher gives students one of each types questions for each section</li> <li>the students answer each question, identify the QAR and justify their thinking</li> <li>the students gives a longer reading passage</li> <li>the teacher asks the students to write one of four types of questions</li> <li>the teacher asks the students</li> </ol>	<ol> <li>Teacher distributed another short descriptive text to each students</li> <li>Teacher asks them to read a text carefully</li> <li>The teacher asks the student to answer the question by using the types of QAR</li> <li>Teacher gives the student another longer text and asks them to answer the question by using QAR technique</li> <li>The teacher asks the students to analyze their answer based on types of QAR</li> <li>The teacher asks students opinion which types are easier to find the answer</li> <li>Teacher asks students whether</li> </ol>

3	Post-activity	their thinking I the teacher gives reading passage and		they find difficulties or not to answer the question by using QAR
		writes four questions independently 2 the teacher asks the students to exchange question with partner 3 the teacher asks students answer each question and categorize the QAR	2 3 4 5	The student tells their difficulties when they use QAR in answering question The teacher explains more in answering the question by using QAR if it is necessary The teacher gives another descriptive text to the students The teacher asks the student to answer the question by using QAR in their home
			6	The teacher closes meeting

In order to answer the second research question "Is there any significant difference in students' reading achievement after being taught through QAR there were same steps which have been done by the researcher. The first was doing pre-test in order to see the **Paired Samples test**  student's ability before giving treatment, and after doing the treatment the researcher distributed post-test.The data obtained from pre-test and the posttest were analyzed by using paired sample t-test. In this bellow are results of pre-test and post-test

	-	Paired	Differences							
				Std. Error Mean	95% Interval Difference	Confidence of the			0. (2)	-
		Std. S Mean Deviation M	Lower		Upper	t	Df	Sig. (2 tailed)	<u>'</u> -	
Pair 1	posttest - pretest	10.147	12.762	2.189	5.694	14.600	4.636	33	.000	

Based on Table above, the p-value was 000, it was lower than 0.05 (0.00<0.05). The mean of post-test was higher than pre-test. So that Ho was rejected and Hi was accepted. It could be concluded that there was a significant difference of the students' reading achievement before and after the students were taught through QAR.

Then to answer the third research question, that is, "What problems do the students find when they are taught by using QAR?"the researcher distributed questionnaire.The questionnaire covered with 12 statements, the students were asked to respond whether their answer were yes or not with the statement and gave the reason. The questionnaire was analyzed based on the percentage of each answer and the researcher analysis techniques include using frequencies and percentages. Frequencies were the tallest of the responses. These were the actual number of respondents who chose each response. Percentages are the proportion of people who chose each response out of the total number of respondents then multiplied by 100 to equal a percentage. From the result of questionnaires it was known that the students found some problems when they were taught by using QAR. The problems were; the students got misunderstanding about the key word which was given to answer of the question, few of them did not understand how to use QAR in reading, *think and search* was difficult to be implemented in finding the answer, rest of students did not know how to make a summary, spending their time, the text which was too long, they did not sure with their answer, confused to follow the QAR steps.

It means that, even though thestudents could follow reading learning process if they used QAR strategy, rest of them could not follow it. It might happen because some of reasons such as, they had lack of motivation in reading, theydid not know how to find the which matched with answer the question, they did not know how to combine one sentence to another sentence to make a coherent idea, they were lazy to translate the word, lazy to read the text, lack of confidence, did not have a background about OAR strategy before, and lack of vocabulary.

## DISCUSSION

The purpose of this experimental study is to see effectiveness of QAR strategy in the process of teaching and learning. The discussions of finding are as follows: Based on the result of first research question. Since the researcher adapted the teaching reading procedure from Raphael, then the researcher made creation and difference in a implementing her teaching reading. The previous teaching reading by using QAR strategy based on Raphael taught the student by using explicit way while in this research the researcher taught the students by using implicit way.

Based on the result of second research question, it can be seen that there was a

of significant difference student's achievement after they were taught by using QAR. It might happen because there were some types in QAR which could be used in order to answer the question easily. QAR also could be used by the students in order to comprehend the question based on the information that they get from the text. This result is in line with that of Kinnibugh and prew (2010) who investigated that QAR could be used to increase students' comprehension. Another research of Peng, et.al (2007) showed that there was an impact of OAR on students reading comprehension.

Based on the result of third research question, it is known that QAR effected reading positively students' on achievement but they also found some problems when they were taught by using QAR. From all of the reasons above, it can be concluded that OAR strategy leads the student to focus on their higher level of thinking. This finding in line with Chien (2013) this technique is used to reconcile prior knowledge, develop concepts, clarifies reasoning and may lead students to higher levels of thinking.

## CONCLUSION

Based on the discussion and result the researcher concluded above. thatQAR strategy facilitates the students in doing reading test and helps the students to do the reading exercises.OAR strategy was new for the students, but it is a positive and effective way to increase students' reading achievement. Even though from four types of QAR the students got difficulty and confusion with think and search type but it could be seen that the students enjoyed, confident and better in answering the question when they were taught by using QAR. Thestudentsunderstood in comprehending the text after knowing QAR strategy.

#### SUGGESTIONS

In reference to the conclusions above, the researcher suggested for the English teacher to increase their students' understanding by doing some activities which lead them to skim, look for important information, and summarize since some of students got difficulty in *think and search*, where in *think and search* there are skimming, looking for important information and summarizing process.

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