

The Use of Question Answer Relationship (QAR) Strategy to Improve the Eighth Grade Students' Reading Comprehension Achievement at Junior High School

Febriana Silvia Sukma Hunaidar, Sudarsono, Zakiyah Tasnim

FKIP, Universitas Jember

E-mail: febrisilvia19@gmail.com

Abstract: This research was aimed at improving the eighth-grade students' reading achievement and their participation during teaching-learning proses using the QAR Strategy. This research applied CAR design with grade eight students of secondary school as the research participants. The data were analyzed using descriptive statistic to know how students' reading comprehension achievement and the students' participation could get improved after being taught using QAR strategy. This research was conducted in 1 cycle. The result of this research shows that the use of the QAR Strategy could improve the students' reading comprehension achievement and the students' participation during the teaching and learning process.

Keyword: Reading Comprehension, Teaching strategy, QAR strategy

1. Introduction

English as an international language is significant for people to communicate with other people in the world, and they use English to help them deliver easier for example, through social media, they can communicate with each other. In Indonesia, English is not a mother tongue. Therefore, students should learn continuously to use English correctly and appropriately in many aspects of human life such as education, entertainment, business, politic, and so on.

Teaching a language means teaching how to use that language in Indonesia, English is the first foreign language that is taught, from elementary school level until university level. English has four skills to be learned and developed for students. They are listening, speaking, reading, and writing, and the language components consist

of grammar, pronunciation, and vocabulary. On this occasion, the researcher focuses on reading.

Reading is one of the skills in learning English. According to Pourhose in Gilakjani & Sabouri (2016) that reading comprehension is a process of comprehending and create meaning in the text. Reading is one of the skills that are important in learning English. Reading is important to developing students' knowledge about the content, the meaning, also the generic structure of the text. Besides that, some students had difficulties in understanding the content of the text and answer some task that given by the teacher.

Related to the problems, the researcher found almost similar problems in SMPN 7 Jember. Based on the interview that was conducted by the researcher, the teacher had many difficulties in the teaching-learning process of reading comprehension. The teacher instructed the students to read the text, then answer the questions based on the content. In this step, the teacher had a new problem that the students found difficulty in understanding well the content of the text. Some of the students also had less motivation, concentration, and active participation in understanding the content. Therefore, when the teacher asked, not all students respond to the question by the teacher. The students did not focus on the teacher while explaining the material, and not all students pay attention to the teacher to explain. Even, they enjoy talking with their friends in a small voice, but it can disturb the ongoing learning process in the classroom and other students who want to listen to the teacher's explanation. While the teacher only asks the students to listen to the material and stop talking to friends. But it looks like they feel bored when the teacher asked to read the text, then the students should do an exercise based on the content, and the students do not understand the questions because they have not some strategy to do the exercise. All of the activities can affect students' active participation and their score. Based on the data from the English teacher, the percentage of the previous score was 52.94%. The students had difficulties in understanding the content of the text, answer the task given by the teacher, and less motivation.

To face the problems above, the teacher should have a strategy to help the students understand the content of the students and to answer the question of the task effortlessly. QAR as a strategy is an appropriate strategy for teaching reading comprehension because this strategy can make the students stimulating in the teaching-learning process.

According to Ezell et al. (1996), the question-answer Relationship was first described by Pearson and Johnson (1978) refined by Raphael and Pearson (1985) and Raphael (1986). Barrett (1976) states that QAR is a metacognitive approach that helps children understand various ways to answer questions about reading material.

2. Literature review

According to Kinniburgh & Shaw (2008), the question-answer relationship (QAR) strategy, a reading comprehension strategy, can be used to help students understanding the relationship between questions and answers used this strategy, the teacher makes the students easy to answer and find the question. This strategy is appropriate for teaching reading skills because this strategy can measure students' quality in the understanding of the text.

According to (Ezell et al., 1996) there are four question types include Right There, Think and Search, Author and You, and On My Own question. First, in the book Question: a) Right there: It is called right there if the question which answers can be found in the text. It is easy to find the answer. The information is found in one place. The examples of questions are *who is the main character in this story?*, *where does the story take place?* Meanwhile, the steps which may be taken to answer *right there* questions are (1) reread, (2) scan and (3) look for keywords;

Think and Search: It is called think and search if the question whose answer is to think and search, the answer is in the selection, but the answer is gathered from several parts of the text and then put together to make meaning. In My Head Question: Author and You: It is called the author and you if the answer not obviously stated in the text. It needs to think about the content that already known and related to the students' background knowledge in order to answer the question correctly, also what the author tells the content in the text.

My own question: It is called my own question if the answer based on the students' experience and background knowledge. It's mean the answer is not text-based Even, the students can answer without reading the text. In teaching reading comprehension by using QAR strategy, there are some procedure. There are some steps to use the QAR strategy adapted from Green (2016) as the following in the virtual class: first, explaining the concept of QAR to the students through virtual class, show the four

types include, right there question, think and search question, author and you, and my own question. Second, the teacher gives explanation about the procedure using the QAR strategy. Third, the teacher gives a short passage and question, than ask to the students to read.

After the students read of the content of the text on the PPT, the teacher ask to the student to answer questions and identify the four the QAR strategy categories on the paper. Discuss together about the answer and types of question of the QAR strategy, the teacher give explanation about the answer and question relate, and also find the answer easy.

3. Research method

3.1. Research design

The design of this research was classroom action research. This research was conducted at SMPN 7 Jember, and the participant of this research was class 8i that consisting of 34 students. This class was chosen, as the research participant because this class had problems with reading comprehension. There were only 18 students of 34 students who got a score in reading test 70 or higher. In collecting the data, the researcher was conducted online by using Google meet Application. It was due to a pandemic, which cannot be estimated when it will end. The researcher used a reading comprehension post-test and observation checklist.

This research was different from the usual classroom action research. This research was conducted online due to the COVID-19 of pandemic which cannot be predicted when to end. This classroom research was conducted to improve the students' active participation and reading comprehension achievement of class VIII at SMPN 7 Jember by using the QAR strategy through virtual class. The research was conducted in one cycle, because the use of QAR strategy in the teaching and learning process of reading comprehension showed the improvement on students' reading comprehension achievement and students' participation. It means that the actions in Cycle 1 achieved the success criteria of the research.

The students categorized as the active participants if they fulfill at least three indicators. The researcher was considered to be successful if 70% of the total number of

the students were active, while the students were categorized as the passive participants if they less three indicators of the four indicators.

3.2. Research data and analysis

The research data was collected by observation and reading test. The first and the second meeting were teaching by using the QAR strategy. The researcher taught reading comprehension about recount text. The researcher implemented the material and the strategy by virtual class. The implementation of the action was done by the researcher, and the English teacher, as an observer. Observed the students' participant by using an observation checklist during the teaching and learning process of reading comprehension. Based on the observation results, the percentage in meeting 1 showed that there were 67.64% or 23 students who were categorized as active students that fulfilled at least three indicators. And the result of observation in meeting 2 showed that there were 79.41% or 27 students who were categorized as active participants that fulfilled at least three of four indicators. From the percentage above, it means that the use of QAR strategy improve the students' active participation.

4. Research result and discussion

The result of this research showed that there were 26 students who passed the minimum learning mastery standard and there were 8 students who failed in the reading test. The percentage of the students' reading comprehension achievement was 76.47%. It means this research was a success because the target of the students who got 70 or higher had already achieved.

The situation during the online class was different from the offline class. The researcher had some obstacles. First, before began the class, the researcher had difficulty gathering the students to join the meeting, so the researcher has to wait for students for one hour to be able to start the teaching and learning process. The next obstacles, their data connection was upset, so that students suddenly came out of the meeting, to solve that problem researcher invites one assistant to help the students connected and join again at the meeting. Even though the researcher had some obstacles. The actions were done well and the result of reading comprehension achievement and students' participation

during the teaching and learning process in reading of recount text in Cycle 1 was achieved, so the action was not continued to the Cycle 2.

The result of the research was in line with the statement of Kinniburgh & Shaw (2008), the question-answer relationship (QAR) strategy, a reading comprehension strategy, can be used to help students in understanding the relationship between questions and answers, through this strategy the teacher made the students easy to answer and find the question that given by the teacher. Adapted from (Reading Rockets, 2011), the QAR strategy have some advantages. First, the QAR strategy can improve students' reading comprehension through the steps. Second, the QAR strategy teaches students how to ask questions about their reading and where to find the answers to them. Third, The QAR strategy encourages the readers to think about the selection from four perspectives. The last, this strategy learn recognize the different types of thinking needed when answering question.

The result of this research showed that the use of QAR strategy improved the eighth grade students' reading comprehension achievement and students' participation in the teaching and learning proses of reading comprehension.

Before applying reading comprehension achievement using the QAR strategy, the highest score was 80 while the lowest score was 40 and the percentage of the students who pass the target score was 52.94%. Whereas after applying reading comprehension achievement by using the QAR strategy the highest score was 90 while the lowest score was 64 and the percentage was 76.47%. For the improvement students' active participant, from the result of the meeting 1, the students' participation showed that 23 out of 34 students (67.64%) were active participants, while in the second meeting there were 27 out of 34 students (79.41%) were active in the teaching-learning process.

Conclusion

Based on the result of the observation and evaluation, it can be concluded that the use of the QAR strategy could improve the eighth grade students' active participation during the teaching-learning process of reading comprehension in recount text at SMPN 7 Jember. The use of the QAR strategy could improve the eighth grade students' reading

comprehension achievement of recount text at SMPN 7 Jember. Therefore, the English teacher should use QAR strategy when teaching reading comprehension, and the future researcher. This strategy is suggested to teaching reading to help the students improve their reading comprehension achievement

For the next researcher, the result of this research are expected to give more information about teaching reading using the QAR strategy. It is useful for the next researcher who are interested in conducting research about reading by using the QAR strategy in different levels, material, and metode.

ACKNOWLEDGMENT

This article is the summary of the study with the title “The Use of Question Answer Relationship Strategy to Improve the Eighth Grade Students’ Reading Comprehension Achievement at Junior High School” by Febriana Silvia Sukma Hunaidar.

REFERENCES

- Barrett, T. (1976). Taxonomy of reading comprehension. R. Smith, & T. C. Barrett, In Teaching reading in the middle grades. Reading, MA: Addison-Wesley
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.
- Cohen, L. 2007. *Research Methods in Education*. Sixth Edition. New York: Routledge.
- Erdiana, N., Kasim, U., & Juwita, N. (2017). QAR: Strategy implementation for reading comprehension of recount texts. *Studies in English Language and Education*, 4(2), 247. <https://doi.org/10.24815/siele.v4i2.8500>
- Ezell, H. K., Hunsicker, S. A., Quinque, M. M., & Randolph, E. (1996). Maintenance and generalization of QAR reading comprehension strategies. *Reading Research and Instruction*, 36(1),64–81. <https://doi.org/10.1080/19388079609558228>
- Green, S. (2016). *Two for One: Using QAR to Increase Reading Comprehension and Improve Test Scores*. *Reading Teacher*, 70(1), 103–109. International Literacy Association: <https://doi.org/10.1002/trtr.1466>
- Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: Cambridge University.
- Kemmis, S., & R. McTaggart. (1998). *The Action Research Planner*. Victoria: Deakin

University Press.

- Kinniburgh, L. H., & Shaw, E. L. (2008). Using Question-Answer Relationships to Build: Reading Comprehension in Science. *Science Activities: Classroom Projects and Curriculum Ideas*, 45(4), 19–28// <https://doi.org/10.3200/sats.45.4.19-28>
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar*. Sydney: University of New South Wales Press Ltd.
- Kunlasomboon, N., Wongwanich, S., & Suwanmonkha, S. (2015). Research and Development of Classroom Action Research Process to Enhance School Learning. *Procedia - Social and Behavioral Sciences*, 171, 1315–1324. DOI:<https://doi.org/10.1016/j.sbspro.2015.01.248>
- Natael, S. et. Al. *The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 19, Issue 1, Ver. XII (Feb. 2014), PP 56-64 e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org
- Phillips, D. A. & Carr, K. (2010). *Becoming A Teacher through Action Research*. New York: Taylor & Francis.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>
- Thi, N., & Thuy, B. (2018). European Journal of English Language Teaching the effect of question-answer relationship strategy on EFL high school students' reading comprehension. 34-38. <https://zenodo.org/record/1295713#.X8SxmcbzIV>