

The Effect of Question Answer Relationship Strategy on Students' Reading Comprehension of Narrative Text at VIII Grade of SMP Muhammadiyah 4 Giri

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Abstract

Question-Answer Relationships (QAR) is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions. This study aimed to know how the significant effect and the effects of Question-Answer-Relationship strategy (QAR) on the reading comprehension of narrative text students at eight grade SMP Muhammadiyah 4 Giri. The researcher took 48 students as the sample. They grouped into two classes, one of experiment group VIII A that consist of 24 students and VIII B as control group that also consist of 24 students. The design of the study was Quasi Experimental Design. The instrument used collect data was reading test to set scores of students' reading comprehension. In this research, there are five procedures of research design that was giving pre test, giving treatments, giving post test, analyzing the data using t-test formula and wrote the hypothesis. The research finding showed that this strategy was effective to teach reading for eight grade at SMP Muhammadiyah 4 Giri. The students' average score in pre test between experimental and control group was 57.50 and 58.54. The score improved in post test. The significant value of experimental group was 0.00 it was lower than the level of significant at 0.005. Based on the hypothesis result, there is significant different between experimental and control group. The researcher concluded that QAR strategy could improve students' reading comprehension especially in narrative text. By using this strategy, students could learn by working in groups. In general, the use of QAR strategy to teach reading comprehension was quite good. Students appeared more active and cooperative in discussion section. Three are suggestions are provided. The first, the English teacher is recommended to use QAR as an effective additional strategy in teaching reading narrative text and to avoid monotonous activities in the class. The second, for the students is the researcher hopes the use of QAR can be used to alternate and motivate students in reading and can be used to maximize teaching and learning process in the class. The third, for the next researcher was who wants to conduct a research using QAR were recommended to conduct this research in different areas and levels.

Key words: Question Answer Relationship, Narrative Text, Reading Comprehension.

1. Introduction

Now days, usability of English language increased with purposes of communication and information. This makes learning English language to be requirement especially for students. Many people have agreed to make English as an international language. All of them who work as teachers mostly focus on how to teach English properly and effectively or how students can learn the language itself. In order to learn English language as a foreign language or second language, basic skill such as listening, speaking, reading & writing should be integrated and developed. However, it is difficult to improve all these skill at once. Because proficiency of each students is different. So, it is necessary to apply a variety of methods and strategies to help students improve English language in every aspect.

One of important topic is reading. Study the content of the lesson is the main idea of the purpose in reading skill. Reading is useful for language acquisition. For example, reading can enlarge student's vocabulary knowledge and upgrade spelling and punctuation. Besides that, Pretorius & Naude, 2002 found that there is a strong relationship between reading and academic success for elementary school until university. They advise that the students who understood 2 what they read usually getting good grades. Therefore, students who study English as foreign language must be try to develop their reading ability for gain new knowledge.

There are some research proof that reading skill of society in Indonesia is low. PISA (Programme for International Students Assessment) said that the result about students ability in reading comprehension skill at 2013 is Indonesia in order 63 from 65 country to be sample in this research. (Source : www.indonesiapisacener.com)

In the aspect of reading, learning reading comprehension of narrative text is one of the basic competencies that must be achieved eighth grade students. The purpose of this learning, to enhance students' reading comprehension to information from a narrative text. But in reality, the competence of students in reading comprehension of narrative text a text is still low. One of the factors behind the failure of the students reading comprehension of narrative text is usually because the ineffectiveness of learning conventional strategies by teachers. Likewise, Purwanti (2010) said that students often have trouble finding the main idea in understand the contents of the article or book. This has an impact on the results of reading tests, being lazy reading, students' difficulties to find the idea of an article so the test results in a very low reading material.

Several strategies that can be used by teachers for teaching reading comprehension in narrative text. However, every strategy learning have different levels of effectiveness. Therefore, it is necessary effort showing new learning strategies that can help students overcome problems in reading comprehension 3 narrative text. Application of appropriate learning strategies will attract students to active in teaching reading comprehension of narrative text. The implementation of relevant strategies in the learning support achievement of learning goals optimally. Indicators to be achieved in each competency including learning basic reading comprehension of narrative text, requires teachers master the relevant strategy.

One of the strategy to reading comprehension of narrative text is QAR (Question-Answer Relationship).QAR strategy developed by Raphael in 1986 (Ruddell, 2005: 372). QAR strategy was designed as a means for students to know the relationship between answers and questions directly through the types of questions. QAR strategies to help students consider information obtained by text or their background knowledge own.

QAR considered suitable strategies in teaching reading comprehension of narrative text for the learning process of students are guided to be more focused on the reading. This is reflected in the steps strategy QAR (Tompkins, 2010: 452), namely: (1) reading the questions, (2) understand the level QAR question, (3) read the text reading, (4) to answer questions, and (5) sharing answers. Such measures support the use levels QAR question so that they complement each other in achieving satisfactory reading comprehension of students.

QAR strategy can assist students to be more thorough, careful and understanding on literature, they read. Thorough and careful in the sense that students can classify these questions and be able to determine how to get answers from different levels of difficulty of questions which are available. 4 Questions answer relationships strategy also can be implemented in teaching narrative text. There previous study are done by Nurul Ilmiatus Sholichah conducted research about “ The Implementation Of Question Answer Relationship (QAR) Strategy In Teaching Reading of Narrative Text For Tenth Grader Of Man Mojokerto ”. They conducted their research in the form of descriptive qualitative research. In general, the aim to assist the students to conduct reading and answer the questions. From that previous study, it showed that the students are able to comprehend the text while answering the questions. This strategy also can improve the student's ability in mastery reading especially in narrative text.

According to statements above, this research to determine the effectiveness of a strategy for learn reading comprehension of narrative text in the 8 grade at SMP Muhammadiyah 4 Giri. Researcher chooses to do the study in the 8 grade at SMP Muhammadiyah 4 Giri because the case is coming from and also there has not been question answer relationship strategy application for reading comprehension of narrative text in the field of foreign language learning yet. Therefore, in this study wanted to test whether QAR strategy is effective or not be implemented in teaching reading comprehension especially in narrative text. So, the writer will observe about “The Effect of Question Answer Relationship Strategy on Students' Reading Comprehension Narrative Text At VIII Grade SMP Muhammadiyah 4 Giri”.

Previous Study

There are some previous studies conducts in the implementation of questions answer relationships learning in classroom.

Nurul Ilmiatus Solichah conducted the implementation of question answer relationships strategy in teaching reading of narrative text for tent grader of Man Mojokerto. This study showed that the students are able to comprehend the text when answering the questions, and the pupils also have capability to categorize the questions in order to avoid spending too much time while finding the answer. The students also enjoyed although they had to face a lot of questions.

Kinniburgh and Prew (2010) investigated the effect of teaching Question-Answer Relationships (QAR) to students in a kindergarten, first, and second grades for the purpose of laying a strong foundation for reading comprehension. The results indicated that the QAR strategy, if implemented effectively, could increase the comprehension of young students and provided a strong foundation for reading comprehension.

Peng, Hoon, Khoo, and Joseph (2007) studied the impact of Question-Answer-Relationships (QAR) on Reading Comprehension. The study was carried out based on Raphael's (1984) recommendations to introduce and practice the use of the QAR strategy. Findings showed that students taught through the QAR strategy had some improvements in their reading comprehension test scores after intervention compared to the control group. The qualitative data analysis showed that more than half of the pupils taught through the QAR strategy felt more confident about answering comprehension questions after learning the strategy.

Considering the previous researches, it can be seen that instructing and implementing different strategies are useful and have significant roles on improving EFL students reading comprehension at different levels and stages. Consequently, this research intended to use QAR in while reading process on a population with different levels that was not conducted previously, and question answer relationships can help the students to categorize the question and build their reading comprehension.

2. Methods

The research design of this study uses quantitative research and it belong to experimental research design because this study is to investigate the effect of question answer relationship strategy on reading comprehension narrative text for junior high school. The researcher uses quasi experiment. Because it is impossible to conduct the true experiment in the SMP Muhammadiyah 4 Giri. It is because classification of the class in SMP Muhammadiyah 4 Giri has been determined by the school. Whereas, true experiment need to randomize the group. It means that the researcher must change the classification of group. But here, the school did not permit the researcher to change the classification of the group.

Based on Ary (1985) a variable is an attribute that is regarded as reflecting several concepts or construct. Since this is an experimental research, there are two variables used; independent variable and dependent variable. In experimental research, it is usual to differentiate between independent variable and dependent variable. Independent variable what is varied during the experiment. It is what the researcher thinks will effect the dependent variable. While, dependent variable is what will be measured. It is what the researcher thinks will be effected during the experiment. In this study, the researcher wants to know the effect of question answer relationship on reading comprehension at 8th grade in SMP Muhammadiyah 4 Giri. So that, the independent variable is question answer relationships and for dependent variable is reading comprehension.

In this study, the subject involves two group. That are experimental group and control group. For experimental group, the researcher give four times meeting and every meeting give one text about kinds of narrative text such as fairy tale, fable, and legend. And then, guides the students to make questions by themselves from the text. Then the researcher divided the class into 6 groups with 5 students in each group. After that the teacher ask the students to give question one by one other group. The students noted first. Because all of the questions are not directly answered. And then the teacher implement QAR strategy with explain about the types of the questions. Then, the students and teacher evaluate about result this lesson. And for control group, the researcher give conventional method.

Procedure for this study are, the researcher is to give pre-test for both groups, and then the researcher give treatment that is question answer relationship on reading comprehension in experimental groups. For giving the treatment the researcher will do for four times. While on control group, they are not given treatment. The last step is the researcher gives post-test for both groups.

The design of this research could be illustrated as follows:

Group	Pre-Test	Treatment	Post-Test
Experiment (VIII A)	Y1	(QARs)	Y2
Control (VIII B)	Y1	Without QARs	Y2

Table 3.1 The Design of Experimental Research

Where :

Y1 : The pre-test which is administered before the treatment.

Y2 : The post-test which is administered after treatment.

3. Findings

Experiment

The researcher did the treatment of question answer relationship strategy in the experimental group in VIII A while for the control group in VIII B was taught by the own English teacher strategy is a traditional strategy. In the treatment of inquiry based learning for four time meeting. The meeting based on the schedule before.

NO	Time	Activity
1	Desember 5th , 2016	Sending Permission Letter to School
2	Desember 6th, 2016	Asking Permission to School Principle
3	Desember 7th, 2016	Try Out
4	Desember 8th, 2016	Pre-test
5	January 5th, 2016	First Treatment
6	January 6th, 2016	Second Treatment
7	January 7th, 2016	Third Treatment

8	January 8th, 2016	Fourth Treatment
9	January 9th, 2016	Try Out
10	January 10th, 2016	Post Test

First Treatment

Before giving treatment of question answer relationship to experimental group, the researcher explained about the purpose of the strategy, steps, and activities in teaching and learning process. The first treatment was held on the 5th of January 2017. The theme was about narrative text “ Fairy Tale “. In the experimental class, the researcher opened the class by greeting the students and checking the attendance list. The researcher told the aim of the study and gave material that they would discuss. She explained the steps of teaching and learning process. After that the researcher gave text about painting wall to students and they read. The teacher guide the students to make questions from the text. Then the researcher divided the class into 6 groups with 5 students in each group. After that the teacher ask the students to do ask a question one by one. All of the question not directly to answer. The questions on records first. And then the teacher explain about the types of the question. After that the students analyze the question on their records before (relation between question and answer). Then students answer all of the question appear with discuss in their group. The students and teacher evaluate about result this lesson.

At the first meeting, the teaching learning process was not totally same with the lesson plan for the treatment of question answer relationship strategy did not work well because the students had difficulties in comprehend the text. They had limited vocabulary and confused to find out the type of question. Some of the students asked to the teacher to translate the text into Bahasa, but the researcher asked the students to find out the difficult words in dictionary. When the students work in group not all the members do the task together. In the next meeting researcher would ask them to force every member discuss together with all of the members.

And 5th January 2017 the researcher taught conventional method of reading text to the control group. At the beginning the researcher told to the students about the material that they would discuss. She explained the activities of teaching and learning process. Then the researcher explained the kind of narrative text and the generic structure of the narrative text. Then the researcher also gave one text to the students. And the teacher give task to students to understand the text based on theory was explained. After finish do this work, the students evaluate based on result of lesson. The researcher found some problems during the learning process in both of the classes. There were vocabulary and comprehension text.

Second Treatment

The second treatment was held on 7th January 2017 in a day both of two groups. The theme was about Kinds of narrative is “Fable”. At the beginning, the researcher told to the students about the material that they would discuss. She explained the steps of teaching and learning process. The researcher reviewed the topic in previous meeting. After that the researcher gave text about Sura and Baya to students and they read. The teacher guide the students to make questions from the text. Then the researcher divided the class into 6 groups with 5 students in each group. They discussed the main idea, the content of the text and the generic structure of text. After that the researcher started to ask the students about 5W+1H (what, who, why, when, where, and how). After that, the researcher called the one member each group to come in front of class and write the answer in whiteboard. The students answered researcher’s questions based on the text and the researcher correct it to the best answer. The researcher also guided the students to find the difficult words in the dictionary. And then the researcher closed the class.

At the second meeting, the teaching learning process was not totally same with the lesson plan for the treatment of question answer relationship strategy did not work well because the students had difficulties in comprehend the text. They had limited vocabulary and confused to find out the main idea. Some of the students asked to the teacher to translate the text into Bahasa, but the researcher asked the students to find out the difficult words in dictionary. When the students work in group not all the members do the task together and mostly they feel confused. In the next meeting researcher would ask them to force every member discuss together with all of the members.

Third Treatment

The Third treatment was held on 7th of January 2017. The theme was about” Fairy tales”. The Third treatment focused on understanding about generic structure of Narrative text. It was the same with the second treatment using team assisted individualization technique, they also divided into 4-5 members but in the third treatment, they must choose different group from the second meeting. It means that they must have a new team in the second treatment. The purpose of this technique to avoid students individualism during teaching and learning in the class. After that the teacher ask the students to do ask a question one by one. All of the question not directly to answer. The questions on records first. And then the teacher explain about the types of the question. After that the students analyze the question on their records before (relation between question and answer). Then students answer all of the question appear with discuss in their group. The students and teacher evaluate about result this lesson. During the treatment, the students were good in this technique. Over all the third treatment was great.

Fourth Treatment

The Fourth treatment was held on 9th of January 2017. The theme it seemed with the third treatment was about Kinds of narrative is "Legend". Like Treatment before, the first activity was make a group consist 4-5 members of students. They also must choose different group from the third meeting, After that the teacher ask the students to do ask a question one by one. All of the question not directly to answer. The questions on records first. And then the teacher explain about the types of the question. After that the students analyze the question on their records before (relation between question and answer). Then students answer all of the question appear with discuss in their group. The students and teacher evaluate about result this lesson.

In the fourth treatment. They should be usual to understand a new vocabulary in order if they want to anwer the questions, they do not find difficulties to answer the question. Since they learned in the groups, they could overcome this difficulty. During the treatment, the students were good in this technique. Over all the fourth treatment was great.

Post-Experiment

After the researcher gave the treatment of question answer relationship strategy to the experimental group, the researcher conducted the post-test to both of experimental and control group. Post-test was given to find out whether there is significant influence of question answer relationship strategy toward students' reading narrative comprehension ability among the students who taught by using question answer relationship strategy and students' taught without inquiry based learning. The post-test was held on 10th January 2107 both of experimental and control group.

The Scoring of Post-Test

At the end of the treatment, students of both experimental and control group were given a post-test. The post-test was held to figure out whether there is significant difference of students' reading narrative text between the students who were taught using question answer relationship strategy and without question answer relationship strategy after the treatment or not. The post-test scores were analyzed to measure the students' ability in reading narrative text after the two groups received the treatment.

The summary of the post-test result taken both from experimental and control group were shown in appendix. It consisted of the highest and the lowest score, the mean of the scores, standard deviation and the variance (from experimental group and control group). Appendix showed that the mean gained by the experimental class were higher than the control class. It indicated that the treatment given was working. However, in order to see the significance of the mean difference, Independent t-test computation was conducted. t-test was calculated to find out the comparison of two means between experimental group and control group.

The Analysis of Normality Distribution

In this study the researcher was analysed normality distribution test by using one-sample Kolmogorov –Smirnov tets. The result of calculating the normal distribution showed that the probability of the experimental group was 0.702 and the control group was 0.938. It means the result is higher than the level of significance 0.05 ($p > 0.05$). These results showed that the scores of the experimental and the control group were normally distributed. For the detail see appendix.

Independent t-test was used to finds out the significant differences between experimental and control groups. Here were steps of t-test calculation:

The first step was stating the hypothesis and setting the alpha level at 0.05 (two tailed test).

1. The seconds step was finding t-value using independent t-test formula and comparing the probability with the level of significance for testing the hypothesis.
2. The last was write the results of the tests were subjected to the following statistical procedures.

The Hypothesis testing in Post experimental analysis with the following hypothesis: H_0 : There is no significant difference on the use of question answer relationship in Reading comprehension between experimental and control groups.

Independent Samples Test

Levene's Test for Equality of Variances				t-test for Equality of Means							
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference				
Lower				Upper							
Score	Equal variances assumed	9.566	.003	-	78	.000	-10.12500	2.21763	-	14.53996	-5.71004

Equal	-4.566	59.507	.000	-	2.21763	-14.56167	-5.68833
variances not assumed				10.12500			

The table showed that probability value of both groups was 0.02 meaning that the probability value lower than the level of significance 0.05 ($0.02 < 0.05$). In other word, there was significant difference between the experimental and the control groups. Moreover, the table tells that the tobswas 3.201 and the degree of freedom (df) of pretest was 50.

Therefore, there was a significant difference between the two groups. This result implied that the experimental class and the control class were different in their ability after the treatment. As the average score of experimental group 79.59 was higher than control group 71.46, we can accept the alternative hypothesis: "There is significant difference on the use of question answer relationship and Text strategy to teach reading comprehension between experimental and control groups." Based on what have been stated above, the researcher found that there was Significant difference in Reading comprehension between the Eight grade students of SMP Muhammadiyah 4 Giri who were taught by question answer relationship and the Eight grade students SMP Muhammadiyah 4 Giri who were taught without question answer relationship. Having known from the finding of the study, it was indicated that question answer relationship significantly influence student's Reading comprehension ability.

4. Discussion

From the result of this study, it was related to the previous studies with focused in different level and stage. Some researcher proved that question answer relationship activities significantly affect that skill. It was supported by Nurul Ilmiatus Solichah proved that the implementation of question answer relationship activities can better improve the students' to comprehend the text in senior high school when answering the questions. It same with Kinniburgh and Prew (2010) found that with implementing question answer relationship activities were effective to improve the students' reading comprehension of narrative text in the kindergarten, first and second grades. Then, Peng, Hoon, Kho and Joseph (2017) found that applying a question answer relationship activities will lead to the improvement of students' reading comprehension with the qualitative data analysis showed that more than half of the pupils taught through the QAR strategy felt more confident about answering comprehension questions after learning the strategy.

Then, some experts have discussed the advantages of applying question answer relationship activities. The analysis of data Showed that the findings of the study are in parallel with Raphael and Au (2005) who reveal the reasons of implementing QAR in teaching reading comprehension: 1) It encourages students to be more proficient and strategic readers; 2) It can help students to ask effective questions as they read and reply to the text; 3) Teachers use QAR to guide and check students' learning and to support higher-level thinking in their students.

Readence (2006) pointed out that the National Reading Panel (2000) has endorsed QAR as an effective means of improving comprehension. Questioning has also long been used by teachers as a way to guide and monitor students' learning. "Research shows that teacher questioning strongly supports and advances students' learning from reading" (Armbruster, Lehr, & Osborn, 2001, p. 224-231). "No comprehension activity has a longer or more pervasive than asking tradition reviews their students questions about reading from, whether this Occurs before, during, or after reading" (Duke & Pearson, 2002, p. 147-168). Zygouris-Coe and Glass (2004) Affirm that QAR technique helps students learned better understand the text. It helps students to think about the text they are reading and beyond it, too. It motivates them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

Therefore, the result for the first research question in the present study strongly affirmed what the Above-Mentioned scholars claimed.

Therefore, the findings of this research showed the way for the acceptance of the Believes that: Often students need assistance in learning to monitor Reviews their own comprehension, 1). Reading comprehension strategies are as means or plans for assisting and extending comprehension (Hardebeck, 2006). Moreover, research shows that teacher questioning strongly supports and progresses students' learning from reading (Armbruster, Lehr, & Osborn, 2001). Reading comprehension activity has a longer tradition or more invasive than asking students questions about Reviews their reading from, whether this Occurs before, during, or after reading (Duke & Pearson, 2002).

The results revealed that the experimental group performed much better than the control group. So it was concluded that implementing question answer relationship activities on students' SMP Muhammadiyah 4 Giri does affect positively the students' reading comprehension abilities, when each students' know the types of questions another student does not know the types of question, they try to sharing their ideas and to solve the problems they face in answering comprehension questions, and the students who are exposed to these tasks will be able to read in English much more efficiently than those who are not.

5. Conclusion

After conducting the research and based on the research findings and discussions, the researcher found that question answer relationship activities significantly influenced on student's reading comprehension in narrative text on the 8 grade at SMP Muhammadiyah 4 Giri. The student's score of post-test also showed the influence of question answer relationship activities on students reading comprehension of narrative text. Where, the experimental group' scores of

post-test was 75.62 and the control group' score of post-test was 65.20. Based on the result of hypothesis testing showed that sig. (2-tailed) of both group was 0.001. It showed that the significance was less than α (0.05) or (0.000<0.05). It means, question answer relationship give significant effect on reading comprehension aspect which is vocabulary and background knowledge. So, the null hypothesis can be rejected and it can be concluded that there was significant influence in using question answer relationship activities on students reading comprehension of narrative at text 8 grade SMP Muhammadiyah 4 Giri.

From the result above, the researcher concludes that the implementation of question answer relationship activities has positive effect on students reading comprehension of narrative text. Question answer relationship activities can help the students to know the different of question and answer the questions easier, while the teacher only guides them by giving some clues related to the topic. From the result of this research, the researcher found that there was significant influence in using question answer relationship activities on students reading comprehension of narrative text. So, the researcher concludes that question answer relationship activities also can be implementation in teaching reading as a foreign language.

6. Suggestion

From the conclusion above, the researcher provides some suggestions to improve students reading comprehension by using question answer relationship activities on the 8 grade at SMP Muhammadiyah 4 Giri. Whereas, the success in teaching doesn't depend on the lesson program only, but more important is how the teacher presents the lesson and use various techniques to manage the class more lively and enjoyable. The suggestions are given for English teacher, students and the next researchers.

English Teacher

The findings of the research can support English teacher in using question answer relationship activities as an alternative strategy in teaching English reading comprehension for junior high school. Besides, English teacher is should choose the materials that are appropriate. Then, The teacher should keep control the student activities. So, The teacher should present the language in an enjoyable, relaxed and understandable way.

Students

It is suggested that the students should be engaged in the whole activities in order to improve their reading comprehension. The students are hoped not to be shy in acting out their role. Whereas, the students are hoped to be active and creative in enriching their vocabularies and to make them easier to comprehend the text. Then, the students are hoped to use English when they practice question answer relationship activities although it is hard for them.

Other Researcher

It is necessary for another researcher to conduct a further research in order to deepen the treatment. Besides, the next researchers should do the research intensively so the result can be valid and accountable. Then, if the next researchers who want to conduct research using question answer relationship activities are expected to conducted this research with different media, level, area and different students' condition.

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