



The Effect of Question Answer Relationship Strategy in Student's Reading Comprehension of Narrative Text

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Abstract

For students in vocational higher education, where English for Specific Purposes (ESP) is frequently a means of advancing academically and professionally, proficiency in reading comprehension is crucial. Through internal evaluation, this study aims to assess the efficacy of the Question Answer Relationship (QAR) strategy on students' reading comprehension of narrative texts at Lhokseumawe State Polytechnic. The purpose of the study is to determine the effect of QAR strategy on students' ability to comprehend narrative texts, paying special attention to how well it enhances their reading proficiency. Students were divided into experimental and control groups, with the experimental group receiving instruction using the QAR strategy. A pretest-posttest design was employed using structured reading comprehension assessments. The questionnaire covered aspects of comprehension including literal understanding, inferential reasoning, and critical analysis of narrative elements. The findings reveal that students who received instruction using the QAR strategy demonstrated significantly higher reading comprehension scores compared to the control group, noting particular improvements in identifying implied information and making text-to-self connections. However, challenges remain in students' ability to analyze complex narrative

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structures and author's craft. The results underscore the effectiveness of the QAR strategy as an instructional approach for enhancing reading comprehension of narrative texts. This study highlights the value of strategic reading instruction for improving students' reading proficiency and aligning English language education with institutional goals in vocational settings.

1. INTRODUCTION

Reading is very important for getting education and it can improve students' ability in increasing their knowledge. It is also one of the most activities for learners. They can get various knowledge by reading. Without reading, they could not be able to acquire their knowledge. By reading, students can get information and able to facilitate them in teaching learning process.

Reading is one of skill that most important in learning English language. Because it is in one of input in learning language process. It is the most important skill to master in order to success in learning English. By reading the students can get vocabularies and english sentences. By read much the learners can increase their writing idea. And by reading they can learn the english form, structure and pattern that support their speaking skill. So, reading is important input to master english.

In other hand, reading to comprehend is not as easy as native English user. It will be difficult to understand by Foreign learner. For Indonesian learners, reading in English form as foreign language is complicated due to such three main obstacles as specific reading skills, their own background knowledge, different context and culture, and difficulties in grammar and vocabulary. Consequently, the students not achive their goal in take the information from the writer correctly. When the students not understand the english pattern or grammar, it can make they missunderstanding with the meaning in English form. It will be happen as will as the students loss some vocabulary meaning to, they will loss the information and take the several only. English as Foreign Learners will be difficult to take the information when they not master the English rule, patern or grammar and vocabulary.

For Junior High School in Indonesia reading is one of the skill that is taught in English teaching learning. Reading is new lesson for them, because it is not learn in Elementary School. Reading is not only on the pronouncing or loudly reading but the students ask for get the information from the text. As new lesson, the Junior High School students have to adapt English to comprehend it.

However, in reality, reading is difficult skill in language especially the students who are still difficult to understand the content of the reading text. Generally, the teachers only provide text for students and teachers ask students to read and look for the answers of the existing text with aids namely English dictionary and the students do it individually or work with their partner. Teachers had better prepare students to



become aware of the reading process which takes place inside their minds and what they can do to improve their reading comprehension.

Based on preliminary research in MTsS Ulumul Qur'an, possibility there are some problems it seem that students in reading comprehension. Firstly, students still poor in vocabulary, so it is very hard for them to understand the text. Secondly, they just read a text without understanding the meaning of the content. Thirdly, the students were confused to identify general information, find specific information, recognize textual meaning and recognize textual references in reading text. Fourthly, the students unable to connecting the question and the answer from the text in evaluated.

Based on the problems above, as a good teacher should find out the better ways to solve this problem. Because of the reading evaluation is answer the question about the text, the first teacher task is make the students can answer the question correctly based on the text inform. To achieve this goal, students must have a strategy for comprehending the reading text and dealing with reading tasks especially answering reading comprehension questions. Questioning is one of the most important dimensions of teaching and learning since it gives teachers a chance to find out whether their students understand the content and it allows students to monitor their own comprehension. There are several types of questions that teachers should focus on through reading cycles (before, during, and after reading a text).

A questioning strategy utilized in developing reading comprehension is what Taffy Raphael refers to as Question-Answer Relationships. The QAR strategy explicitly shows the relationship between questions and answers, how to search for information in a text according to different types of questions. The use of Question Answer Relationships (QAR) helps students to analyze, comprehend and respond to text concepts and refute the common conception that the text has all the answers.

Question-answering Relationships is a technique which could be useful as an alternative strategy which is expected to improve reading comprehension of the students at MTsS Ulumul Qur'an. Question-answering Relationships is a strategy that can help students to determine general information, find specific information, recognize textual meaning and recognize textual references in the reading text. Therefore, question-answering instruction is a strategy that makes the learning process focus on the goal of learning reading, that is answering the question.

2. LITERATURE REVIEW

2.1. Reading Comprehension

Reading comprehension is defined as the process of constructing meaning from the text. This study used by one types of reading that is reading for specific information from the text. Moreover, it also refers to ability of the students to understand the content of reading text. In reading comprehension, it can be used an effective way to involve the internal process of thinking and understanding of text. There are many definition of reading comprehension accepted from some writers.

Reading comprehension has been described as 'a complex intellectual process involving a number of abilities'. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective use of cognitive strategies (Westwood, 2001).

Vaughn and thompson (2004) said that comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas (Vaugh & Thompson, 2004). Meanwhile Duffy said that comprehension is an active cycle of mental activity. It starts when readers anticipate meaning by predicting ahead of time what they will find in a passage (Duffy, 2009). Its mean comprehension is active mental process in taking meaning from the text. Its need accesing previous knowledge, understanding vocabulary and concepts, making inferences, linking key ideas, preadicting the meaning of text.

The meaning of reading comprehension is viewed as a process of decoding written symbol, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning (Nunan, 1989).

It can be conclude that reading comprehension is cognitive process or mental activity in decoding written symbol in words, clauses and sentences in order to get the meaning from the text.

2.2 Reading Comprehension Processes

To understand how students learn to read, we must understand how the brain processes in take written information. The process of reading with comprehension appears to involve several essential and interrelated phases:

1. Information intake focusing and attending; to the pertinent environmental stimuli.
2. Fluency and vocabulary; associating the words on the page with stored knowledge to bring meaning to the text.
3. Patterning and networking; recognizing familiar patterns and encoding new information by linking it with prior knowledge (Willis, 2008).

2.3 Reading Comprehension Strategies

In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension (Lems et al, 2010). Its mean reading comprehension strategies is the reader ways to establish and enhance their ability in taking the meaning from print text. Haynes and zacarian said some strategies to comprehend the text as follow:



1. Visualizing what is happening in the story,
2. Activating background knowledge by making connections,
3. Asking mental questions to self-check comprehension,
4. Learning how to make inferences about what is read,
5. Determining the importance of information in a text, and
6. Synthesizing information that is learned (Haynes and Zacarian, 2010)

In other references, the researcher was found some strategies else in reading comprehension. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text. Reading comprehension includes the following:

1. Applying one's knowledge and experiences to the text,
2. Setting goals for reading, and ensuring that they are aligned with the text,
3. Using strategies and skills to construct meaning during and after reading,
4. Adapting strategies that match the reader's text and goals,
5. Recognizing the author's purpose,
6. Distinguishing between facts and opinions, and
7. Drawing logical conclusions (Vaugh & Thompson, 2010).

Some principal strategies for reading comprehension are:

1. Identify your purpose in reading a text
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guess as meaning (of words, idioms, etc) when you are certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationships (Brown, 2005).

2.4 Components of Comprehension

Based on Davis analysis in his research, showed the following five comprehension skills:

- 1) Recalling word meanings (vocabulary knowledge).
- 2) Drawing inferences from content.
- 3) Following the structure of a passage.
- 4) Recognizing a writers purpose, attitude, tone, mood.
- 5) Finding answer to questions answered explicitly or in paraphrase (Hielmen, n.d).

2.5 Goals of Reading Comprehension

Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading. The goal of reading comprehension were:

1. To develop an awareness of reading strategies necessary for good reading comprehension.
2. To expand vocabulary and to develop techniques for continued increase of vocabulary
3. To develop an awareness of linguistic and rhetorical structures found in advanced-level reading texts.
4. To increase reading speed and fluency
5. To promote an interest in different types of reading materials
6. To provide individual feedback on progress in improving reading skills
7. To provide practice in extensive reading (Richard, 1990).

2.5 Narrative text

There are many kinds of text in teaching English, but in this study, the researcher focuses on teaching narrative text of the tenth grade students of MTsS Ulumul Qur'an.

Narrative is text type that tells about story whether true story (problematic personal experience) or fictional that has purpose to entertain or amuse the readers with the story. Such as Gerot and wignell state that narrative text describes a sequence of events or tells a story, in other words, narrative text describes an experience. It will drive the participant to make effort in solving the crisis. However it can be better or worse (Gerot and Wignell, 1994).

Furthermore, A narrative paragraph is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events. It is a text which contains about story and its plot consists of climax of the story (complication) then followed by the resolution. Communicative purpose of narrative teaxt is to amuse, to entertain, and to deal with actual or vicarious experience in different ways; Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns finds a resolution.

Generic structure of narrative text as follows:

- | | |
|--------------|--|
| Orientation | : The first paragraph presents information about the participant of the story. In literary turn, the participant is called character. Orientation commonly introduces information about Whom, Where, and When. |
| Complication | : Paragraph two explores the niche of the story. That is conflict among the characters of the story this conflict will involve |



physical and psychological conflict the conflict is actually the heart of any narrative text. It will drive the participant to make effort in solving the crisis.

Resolution : The last paragraph closes the story by solving the crisis. However it can be better or worse.

Linda garot and peter wignell (1994) states that language features of narrative are:

- a. Focus on specific and usually individualized participant
E. g. Cinderella, Snow White, Etc.
- b. Use of relational process and mental process
E. g. Cinderella unhappy, everything was so weird.
- c. Use of temporal conjunctions and temporal circumstances
E. g. A few years ago, sometimes, once upon a time.
- d. Use of past tense
- e. Lived, stayed, and was

2.6 QAR Strategy

QAR stand for Question Answer Relationship. QAR (Question Answer Relationship) is one strategy in comprehending the text by challenge the English language learner to understanding questions and how to formulate answers. QAR is a strategy that can aid English language learner in categorizing and understanding questions and thus lead to a more successful outcome for an answer.

Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the texts and information from their own background knowledge. Without QAR instruction, students often over rely on text information or background knowledge (Raphael, 1986).

QAR Strategy teaches students that there are two broad sources of information for answering questions: the text and their own background knowledge (Bowchard, 2005). According to Allam et al Questioning refers to students asking or writing *self-initiated* questions about the content of a text before and during reading, to help them understand the text and topic. By asking their own questions, students invest themselves in reading. Self-generated questions come from children's own knowledge and desire to know more about a topic. In this way, questions function as a bridge between children's interests and curiosities and new knowledge contained in text (Guthrie et al, 2004).

3. METHODS

In this research, the researcher used quantitative method with experimental design. According to Mahmud quantitative is a research that analyze emphasis on numerical data that is processed with statistical methods. Experiment builds in both pre- tests and post-tests in experimental and control groups. Further to this, a process of randomization is applied to the selection of the control and experimental groups to ensure that members of the two groups are alike in their skills and capacities before the intervention takes place. This is known as a *pre-test post-test control group design*. Though this strategy allows a measure of reliability, there are still some weaknesses in the design, and one of these relates to the problem that effects may not show at the post-testing stage.

4. RESULTS AND DISCUSSION

4.1 The Result of Observation

Observation done during the students and teacher do the teaching and learning activity. The researcher doing observation in experimental class only when the students learning reaing comprehension using QAR Strategy. The researcher classified the observation activity in three part. That is before, during and after reading.

Before reading the students predict the story about from the title. And the students also using their background knowledge in predicting the story about. There is intrinsically motivated seen by students because this is narrative story, it make the students interest to know the true story after read the title.

During reading the students Looking for the important information from the text, in the QAR Strategy it said by "**Right There**". Students asks to the teacher for help when comprehension is difficult. Then the students makes inferences, its mean, they read and make a conclusion what they read from the text and what they have get from the text, in the QAR Strategy said "**Author and Me**"

After reading, the researcher observe what the students can do. The researcher checked the students understanding about the text. Based on the researcher observation the resreacher saw that the students read the question task and then match the answer from the text. When the students can find the answer, they are recall important information from the text the answer in the QAR Strategy it said "**Right There**". The students can retell the story. And then the students know the know the literary elements such as setting, character and theme about the story. In make the conclusion they refers back to the text for support for conclusions "**In The Text**". And then the students can Compares and contrasts characters and events in text "**Putting The Parts Together**". And then Can make connections between story read, other texts, and personal experiences, or in the QAR said by "**Author And Me**".

Based on the result of observation above the researher can conclude that, it can make the students easy to answer the question task or comprehend the story using QAR Strategy. They can predict the story from the title, they use their background knowledge, they related they opinion and author said in the text and they putting the part together between they background knowledge and text. So, ther eading activity



not only read with translate every single word from english to Indonesian, the students can use their opinion and idea also, but they still match it to the text it make the students not boring in read the english text. And can train them to comprehend the text.

4.2 Discussion

This research applied QAR strategy in teaching reading comprehension. Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the texts and information from their own background knowledge. Without QAR instruction, students often over rely on text information or background knowledge.

Based on the Raphale's theory above, ther researchers apply this strategy in the Second grade students of MTsS Ulumul Qur'an in academic year 2016/2017 in learning reading comprehension. After the students and teacher apply this strategy, then the teacher let the students answer the question to evaluate their comprehension still use QAR Strategy.

The result of test show that there significant differences score before and after learn using QAR Strategy. Before learn the students have the avarage score only 48,3and increase became 71,5 after learn using QAR Strategy. And there are significant differences score between control and experimental class. Post-test avarage score in control class is 52,22 whereas post-test avarage score in experimental class is 71,5. The student's mean score in control class is not achieve the criteria of success (KKM) in reading comprehension. Whereas post-test score in experimental class have achieve 70.

Hypothesis in this research is:

Ho : There is no effect of Question Answer Relationship strategy on student's reading comprehension.

Ha : There an effect of Question Answer Relationship strategy on student's reading comprehension.

The result of t-test analysis show that $t_{obs} 18,889$ and $t_{table} 1,6883$ so, $18,889 > 1,6883$ or $t_{obs} > t_{table}$. So H_0 rejected and H_a received. So, the conclusion is there an effect of Question Answer Relationship strategy on student's reading comprehension. Based on the result of observation the students look easy to answer the question task as comprehension evaluation. The students related their own opinion and background knowledge with the story in the text and make inferences. It help them in answer the question without translate every single word in english text.

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