THE USE OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY TO ENHANCE THE ELEVENTH GRADE STUDENTS' READING COMPREHENSION

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Article Info	Abstract
	Students get difficulty in comprehending the words in the reading. The purpose of the research is to find out the effect of using the question-answer relationship (QAR) strategy on the eleventh-grade students' reading comprehension especially narrative texts. It was conducted on the eleventh-grade students of SMAN 4 Cibinong. Thirty-five students were taken as the sample. The method used in this research was pre-experimental, with one group pre-test post-test research design. The data were collected through reading comprehension pre-test and post-test scores in the form of multiple-choice items. The data were analyzed using the t-test formula. The result showed that the value of t-value was 16.86, while the value of the t-table was 2.03 with the degree of freedom of 34 at the significance level (α) 0.05. Thus, the alternative hypothesis (Ha) of this research was accepted.

INTRODUCTION

In Indonesia, English language is the first foreign language taught from elementary school until university. As English language learners, students know the English language has four basic language skills, and one of them is reading skill. Enhancing reading comprehension has its challenges, because the students do not only have to read but also comprehend what they read in a foreign language.

Students get difficulty in comprehending and getting important points when they read. One of the texts that they have to read at school is a narrative text. As stated by (Roza & Khairani, 2019), reading comprehension is a process of understanding text, which are taking the ideas, getting the information, and then

interpret the meaning. In addition, the inappropriate reading comprehension strategy used to read narrative text makes the students-selves less understand what they read. Meanwhile, reading strategies are a guide for learners to understand the textual tasks they are asked, the way to understand what they read, and the steps they do when they do not understand (Heryatun & Septiana, 2020). Besides, the researchers assume that using an appropriate reading comprehension strategy like question-answer relationship (QAR) strategy can enhance students' reading comprehension in comprehending a narrative text. Question-Answer Relationship (QAR) strategy is a reading comprehension strategy that helps students to distinguish the type of questions they are being asked, and to answer those questions.

QAR has two categories. They are "In the Book Questions" that consist of "Right There" and "Think and Search questions", and "In My Head Questions" that consist of "Author and You" and "On My Own questions". As stated by Larasati & Faridi (2018) the details of the two categories are described below:

In the Book Questions

"In the Book Questions" consists of "Right There" and "Think and Search questions". These categories are for the questions whose answers are in the text.

Right There questions

"Right There questions" require reader to go back to the text, because the answers can be found in the text. Commonly, the answers have the same wording or are stated explicitly.

Think and Search questions

"Think and Search questions" also require reader to go back to the text, because the answers can be found in the text. In addition, the answers to these questions are collected from the information in different parts of the text. Commonly, the answers have different wording or are stated implicitly.

In My Head Questions

"In My Head Questions" consist of "Author and You" and "On My Own questions". These categories are for the questions whose answers are not in the text.

Author and You questions

"Author and You questions" require reader to go back to the text. This category requires reader to think inferentially by relating the information from the text to their own experience.

On My Own questions

"On My Own questions" do not require reader to go back to the text. This category requires reader to answer using their own background knowledge on a topic.

This research is conducted to find out the effect of using the question-answer relationship (QAR) strategy to the eleventh-grade students to help them understand a narrative text. Thus, the writer presents it in one research question: Does question-answer relationship (QAR) strategy have an effect the eleventh-grade students' reading comprehension in narrative text? It is also limited to one technique of reading comprehension techniques, which is scanning. Moreover, she limits the narrative text that will be used in this research, which is folk tale. The hypothesis in this research is alternative hypothesis (Ha). It means there is an effect on the use of QAR strategy on the eleventh-grade students' reading comprehension in narrative text between before and after using Question-answer Relationship (QAR) strategy.

RESEARCH METHODOLOGY

In this research, the population is the eleventh-grade students of SMAN 4 Cibinong with the total number of students of 140. The sample or subjects are 35 students who are chosen by simple randomize sampling. In addition, the method used by the writer is pre-experiment. In addition, the research design is one group pre-test post-test design. This research method and design are adapted from (Sugiyono, 2013):

Pre-test $\longrightarrow$ Treatment $\longrightarrow$ Post-test

O_1 $\longrightarrow$ X $\longrightarrow$ O_2

Pre-test

The writer takes one class as the sample. The sample is given a pre-test to know

their reading comprehension in narrative text before getting treatment. O_1 is a symbol of the pre-test result.

Treatment

The writer implements the treatment which is Question-Answer Relationship strategy to the sample. She conducted 3 times meeting to give the treatment to sample. X is a symbol of treatment which is given to the sample

Post-test

The sample is given a post-test to know students' reading comprehension in narrative text after getting the treatment. O_2 is a symbol of the post-test result.

DISCUSSION

Validity and Reliability Test

Validity and reliability tests are tests which are aimed to test the research instruments. The instruments in this research were tests. Also, there were two tests, which were pre-test and post-test. These tests were held on the students outside the sample, which was *XI MIPA 3*. There were 36 students.

The questions were calculated using Pearson's product moment correlation, which were valid if the r-count values were bigger than the r-table with the significance value was less than 0.05. The r-table for 36 respondents was equal to 0.329. As shown in the table above, of 30 multiple choice questions, there were 16 valid multiple-choice questions, and 14 invalid multiple- choice questions. Therefore, 15 multiple choice questions were chosen for the pre-test.

Post-test questions were computed using product moment correlation by Pearson, which were valid if the r-count values were greater than the r-table with the significance value was less than 0.05. In addition, the r-table for 36 respondents was equal to 0.329. As presented in the table above, of 30 multiple choice questions there were 21 valid multiple-choice questions, and 9 invalid multiple-choice questions. Thus, 15 multiple choice questions were taken for the post-test.

Table 3.3
The result of the reliability test of pre-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.642	30

Table 3.4
The result of the reliability test of post-test

Reliability Statistics	
Cronbach's Alpha	N of Items
.840	30

The reliability test uses Cronbach's Alpha calculation. The instrument was reliable if the Cronbach's Alpha value was more than 0.60. The reliability test of the pre-test resulted was 0.642. Thus, this instrument was reliable. Moreover, the reliability test of the pre-test was 0.840. Thus, this instrument was also reliable.

Description of Pre-test Result

Pre-test is a test which aimed to find out students' prior skill in reading comprehension in narrative text. It was given at the first meeting to the students or class which was chosen as sample in this research, which was *XI MIPA 2*. There were 35 students in one class. In the pre-test, the students were given 15 multiple choice questions. The types of questions were about, finding main idea, specific information, vocabulary, inference, and reference of narrative texts. The result of pre-test was presented on frequency distribution of pre-test score data in table 3.5 as follows:

Table 3.5
Frequency distribution of pre-test score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53.33	6	17.1	17.1	17.1
	60.00	6	17.1	17.1	34.3
	66.67	7	20.0	20.0	54.3
	73.33	11	31.4	31.4	85.7
	80.00	5	14.3	14.3	100.0
	Total	35	100.0	100.0	

According to the table above, it is seen that the highest score of pre-test was

80, and the lowest score was 53.33. There were 6 students who got score 53.33, 6 students who got score 60, 7 students who got score 66.67, 11 students who got score 73.33, and 5 students who got score 80. The total who finished the pre-test was 35 students. It can be seen that students had low reading comprehension in narrative text. As a result, they needed series of treatments to enhance their reading comprehension in narrative text.

Description of Treatment

After carried out the pre-test, the next step was treatment. There were 3 meetings in this research. It was purposed to find out whether the use of Question-answer Relationship strategy enhance students' reading comprehension in narrative text or not. Also, it was held to solve students' difficulties in reading comprehension in narrative text which is shown in the pre-test result.

At the first meeting of treatment, the writer introduced and explained about Question-answer Relationship strategy to the students. After that, she gave material about narrative text to the students. The material was about finding main idea, specific information, vocabulary, inference, and reference of narrative texts. Then, she asked students about their difficulties in answering the questions about narrative texts, in order to make sure whether their answer correspond with writer analysis of their pre-test result or not. Furthermore, their answer was corresponding with her analysis. They got difficulties in determining main idea, and inference.

At the second meeting of treatment, the writer did the same activities. She reinforced about Question-answer Relationship strategy to the students. Then, she gave material about narrative text to, and discussed it with the students. Because students' difficulties were determining main idea, and inference, so she paid more attention to them. Moreover, the same activities were done at the third meeting of treatment.

Description of Post-test Result

Post-test is a test which aimed to know students' skill in reading comprehension in narrative text after they were given series of treatments by the writer. It was given at the fifth or last meeting to the same students or class

which had finished pre-test. There were 35 students in one class. In the post-test, the students were given 15 multiple choice questions. The types of questions were about: finding main idea, specific information, vocabulary, inference, and reference of narrative texts. The result of post-test was presented on frequency distribution of post-test score data in table 3.6 as follows:

Table 3.6
Frequency distribution of post-test score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73.33	3	8.6	8.6	8.6
	80.00	8	22.9	22.9	31.4
	86.67	13	37.1	37.1	68.6
	93.33	10	28.6	28.6	97.1
	100.00	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

According to the table above, it can be seen that the highest score of post-test was 100, and the lowest score was 73.33. There were 3 students who got score 73.33, 8 students who got score 80, 13 students who got score 86.67, 10 students who got score 93.33, and 1 student who got score 100. The total who finished the post-test was 35 students. It can be seen that students had good reading comprehension of narrative text. It also can be concluded that students' post-test scores are higher than their pre-test scores.

Calculation of the Mean of Gain

Calculating the mean of gain was aimed to find out the average score of the sample. The mean of gain was calculated by dividing the total score of gain by the total number of students. In addition, the total score of gain was figured out by subtracting the post-test total score with the pre-test total score. Moreover, the calculation of the mean of gain was as follows:

$$M_d = \frac{\Sigma d}{n}$$

$$= \frac{666.7}{35}$$

$$= 19.05$$

Based on the calculation above, the total score of gain (Σ_d) was 666.7, and the total number of students (n) was 35. Furthermore, the mean of gain (M_d) was 19.05. This result was used for the next calculation, which was calculation the deviation of gain.

Calculation of the Deviation of Gain

"Calculating the deviation of gain" was intended to find out the gap score from the gain and the mean of gain. The deviation of gain was counted by subtracting the gain by the mean of gain. Moreover, the calculation was as follows:

$$X_d = d_i - M_d$$

$$= 14.29 - 19.05$$

$$= -4.76$$

According to the calculation above, the gain (d_i) was 14.29, and the mean of gain (M_d) was 19.05. Therefore, the deviation of gain (X_d) was -4.76. This deviation of gain result was for one of the students as the sample.

Calculation of the T-Test

"Calculating the t-test" was purposed to figure out whether the sample got different average scores or not after they were given treatments. The t-test value was calculated by dividing the mean of gain (M_d), by the root of the total squared deviation of the gain (Σx_d^2) by number of the students (n) times number of the students minus one. The calculation was as follows:

$$t = \frac{M_d}{\sqrt{\dfrac{\Sigma x_d^2}{n(n-1)}}}$$

$$t = \frac{19.05}{\sqrt{\dfrac{1523.70}{35(35-1)}}}$$

$$= \frac{19.05}{\sqrt{\dfrac{1523.70}{1190}}}$$

$$= \frac{19.05}{\sqrt{1.28}}$$

$$= \frac{19.05}{1.13}$$

$$= 16.86$$

Based on the calculation above, the mean of gain (M_d) was 19.05, the total squared deviation of the gain $(\sum x_d^2)$ was 1523.70, and the number of the students (n) was 35. Thus, the value of t-test was 16.86. This result will be compared to the degree of freedom result to find out whether the hypothesis was accepted or rejected.

Calculation of the Degree of Freedom and Hypothesis Test

Calculating the degree of freedom was aimed to determine the value of the t-table. The degree of freedom was counted by subtracting the number of students by one. The calculation was as follows:

$$df = n - 1$$

$$= 35 - 1$$

$$= 34$$

According to the calculation above, the number of students (n) was 35. Therefore, the degree of freedom was 34. Furthermore, the value of t-table with the degree of freedom of 34 at the significance level (α) 0.05 was 2.03. Besides, the value of t-test was 16.86. Thus, the comparison between the value of t-test and the value of t-table was 16.86 > 2.03. It presented that the value of t-test was higher than the value of t-table. In conclusion, the alternative hypothesis (Ha) of this research was accepted. There was a significant difference in the eleventh-grade students' reading comprehension in narrative text between before and after using Question-answer Relationship (QAR) strategy.

DATA ANALYSIS

Teaching reading comprehension in narrative text using Question-answer Relationship (QAR) strategy is very helpful for the eleventh-grade students. It is effective to be used in teaching and learning activities of reading comprehension. In line with Rahim (2020) who stated that Question-answer Relationship (QAR)

strategy is a great strategy because it helps students to answer the questions in less time-consuming.

In conducting this research, the writer conducted five meetings with the sample. The first meeting was a pre-test activity, it was aimed to know students' reading comprehension in the narrative text before using the Question-answer Relationship (QAR) strategy. The students were given 15 questions of multiple choices that related to narrative texts. The questions were about determining main idea, specific information, vocabulary, reference, and inference. Subsequently, the pre-test result showed that students got difficulties in determining main idea, and inference. Due to the pre-test result, she held three times meeting with the students to administer the treatments.

In the second meeting which was the first treatment, the Question-answer Relationship (QAR) strategy was introduced to the students. Then, the students were asked about their difficulties in answering the questions about narrative texts, to make sure her analysis of the pre-test result. After that, the students were given material about narrative text, namely "Kesodo Ceremony Story" and discussed it together. More attention was paid to help them how to find the main idea and inference, due to students' difficulties in narrative text were determining the main idea and inference.

In the third meeting, the second treatment was given to the students. The Question-answer Relationship (QAR) strategy was presented again to the students as a reinforcement. Also, the students were given material about narrative text with a different story to the previous meeting, namely "The Story of Toba Lake" and "The Story of Banyuwangi", then discuss it. In addition, the same activities were done with the students as the third treatment in the fourth meeting. Nevertheless, the material given was about narrative text namely "The Story of Sangkuriang" and "The Story of Coconut Tree".

In the fifth meeting, post-test activity was held. It was purposed to figure out students' reading comprehension in narrative text after using Question-answer Relationship (QAR) strategy. 15 questions of multiple choices were administered to the students. The questions also were about deciding main idea, specific information, vocabulary, reference, and inference related to narrative texts. Moreover, the post-test result was good, students' scores had increased from the

pre-test result.

After conducting the pre-test, treatments, and post-test. The pre-test and post-test result were counted. Hereafter, the mean and deviation of gain were calculated. After getting results, the t-test was computed.

According to the calculation, the value of t-calculated was 16.86 with the degree of freedom was 34. The t-table of degree of freedom of 34 at the significance level of 0.05 was 2.03. It can be concluded that 16.86 > 2.03. The value of t-calculated was higher than the value of t-table, which means the alternative hypothesis (Ha) of this research is accepted.

As a result, the finding is in line with the research done by Afriani et al. (2020) that Question-answer Relationship (QAR) strategy is purposed to enhance students' comprehension, as a test tool method, and as a medium to track students' understanding. This strategy assists the students to get the information of the reading texts. It also guides students to answer the questions by identifying the type of questions, and figuring out how to answer the questions. Also, it tracks students' understanding of the reading texts. Furthermore, according to an English education journal which written by Nurhayati et al. (2019) with the title "QAR Strategy for Effective Teaching of Reading Comprehension" states that the application of QAR Strategy in reading comprehension receives positive feedback from the students. It is proved that students' reading comprehension has enhanced when using this strategy. Moreover, it is an effective strategy to use when teaching or learning reading comprehension.

CONCLUSION

This research entitles "The Use of Question-Answer Relationship Strategy to Enhance the Eleventh Grade Students' Reading Comprehension in Narrative Text" was conducted at *SMA Negeri 4 Cibinong*. The sample was taken from 35 students of class *XI MIPA 2*. Based on the data analysis, it was found that the use of question-answer relationship strategy was successfully carried out on the eleventh-grade students' reading comprehension in narrative text. It was proven from the result of the findings which show the t-test value was higher than the t-table value. The t-test value was 16.86 with the degree of freedom was 34. The t-table of degree of freedom of 34 at the significance level (α) 0.05 was 2.03. Therefore, the

alternative hypothesis (Ha) of this research was accepted.

The result of this research shows that there is an effect of using question-answer relationship strategy to enhance the eleventh-grade students' reading comprehension in narrative text. Question-answer relationship strategy guides students to answer the questions related to narrative text. Thus, question-answer relationship strategy is an appropriate strategy to be used in teaching learning reading comprehension activity.

Based on the research finding, the use of question-answer relationship strategy affects the eleventh-grade students reading comprehension in narrative text. Therefore, the writer has a suggestion for future researchers whom want to implement question-answer relationship strategy in teaching reading comprehension. They can implement question-answer relationship strategy focusing on the In My Head Questions category, which consists of Author and You, and On My Own questions. It is intended to figure out the result of using question-answer relationship (QAR) strategy in this category, whether it affects students reading comprehension, or not.

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