

THE USE OF QUESTION – ANSWER RELATIONSHIP TO IMPROVE STUDENTS’ READING COMPREHENSION

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Abstract : The objective of this study was to find out the significant difference in reading comprehension between the students who were taught by using Question Answer Relationship and those who were not of the eighth grade students of SMP PGRI Pagaralam. The writer used quasi experimental design, the population of this study was 278 students and the sample was taken through purposive sampling with 2 classes with the total of sample was 70 students. In analyzing the data, the writer used paired sample t-test and independent sample t-test. From the results of calculation, in paired sample t-test based on the calculation by using SPSS 20 program, the value of t-obtained 5.599 at the significance value $p > 0.05$ in two tailed testing with $df = 34$ the critical value of t-table 2.042, while in independent sample t-test, the value of t-obtained was 2.999 at the significance value $p > 0.05$ in two tailed testing with $df = 68$, the critical value of t-table was 2.000. The t-obtained both in paired sample t-test and independent sample t-test higher than t-table. It means that there were significant difference between students’ who were taught by using Question – Answer Relationship and those who were not before and after the treatment. It can be said that Question – Answer Relationship strategy could improve students’ reading comprehension and it could be identified from their reading comprehension achievement.

Keywords: *Question – Answer Relationship, Reading Comprehension.*

One of productive skill in English is reading. Reading is important part in our life because it is a factor of great importance in the individual development and the most activities in school. The students need to know of reading skill because this is a bridge to understand scientific books that they read and to get information from other printed materials such as novels, magazines, newspaper, and brochures. In reading students get about new information and add the knowledge from the text. Harmer (2007, p. 99) defines “Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.” Reading makes someone smarter and creative. So it can be concluded that the reading skill is very important for people who mostly learn English through written texts.

According to Cyril (2005, P. 88), “ Reading is to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.” According to Johnson (2008, p. 4) stated that “reading is constantly developing skill”. Perhaps this is in due the assumption that we all could read. Reading skill is not read the text only but also the students comprehend about what they have read. If their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to success in their study.

Furthermore, reading constantly involves guessing, predicting, checking and comprehending. The aim of reading is comprehension, it means that by reading the students should be able to get the meaning, message and information from the text. According to Pardo (2004) cited in Sahin state that, “Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text”. Hiebert, Scott and Wilkinson (1985) as cited in Sahin, reading comprehension; is the act of inference from written text based on complex process of the various source of information related to each other. By reading students can develop ideas, increase knowledge, and overcome problems that came for students, of course if students have a good reading comprehension. Beside that by reading students can also get some new information that they do not know before. The

teachers have important role to the success of the students, and the teachers must have effective way to teach reading. Teaching reading is to train the students to get the information from the text.

The National Reading Panel (2000) emphasised the fact that comprehension is an active process between the reader and a text, a process that is both 'intentional and thoughtful'. There are many ways that students demonstrate their understandings of texts. They locate and recall information, draw on the knowledge of text structures and text organisers, write short reflective responses, complete multiple choice questions, think deeply and express ideas verbally, complete descriptions, recognise causal relationships, make logical connections, interpret graphics and images and identify multiple points of view and specific details.

According to Nation and Norbury, (2005) Students with poor comprehension generally are poor at making inferences and integrating text information. They tend to read superficially, are less likely to participate in constructive processes and are unsure of when to apply their prior knowledge during reading (Cain and Oakhill, 1999).

In the other side, the teacher just explains the material and open questions answer. Therefore the students not only have difficulties in reading process but feel bored in learning process also. Thus, in teaching learning process the teacher did not create an interesting strategy in order to make the students comprehend the text well. In this study the writer would develop students' reading comprehension in narrative text with apply Question Answer Relationship Strategy. Question Answer Relationship (QAR) is one strategy purported as providing students with ways of dealing with tests of reading comprehension generally encountered in the classroom and Raphael and Au (2005, p. 206) have asserted "the potential of QAR for helping teachers guide students to higher levels of literacy".

Question Answer Relationship can be used to improve students' reading comprehension because the students can generate question based on the text after they reading a short passage by using their own language. It makes the students easy to understand the question from the text, and facilitate the students in answering the question. So the students can identify what type of question that is asked. By Question Answer Relationship, the students have good preparation before learning process.

LITERATURE REVIEW

A. Definition of Reading

Reading is a process of constructing or developing the meaning for printed text. To do this, the reader brought prior knowledge or experiences to the text. According to Broughton, et al. (1980, p. 89) "Reading is a complex skill, that is to say that it involves a whole series of lesser skill." It plays an important role in guiding students to be successful in learning language, especially in learning foreign language. Reading can be enjoyable activity when it is carried out effectively. As we know, reading is an activity with a purpose. The goal of a reading activity is to get the important or very existing knowledge. Moreover, Patel and Jain (2008), Reading is an active process consists of recognition and comprehension skill. Reading has a purpose to understand and comprehend the meaning of printed words or written symbols.

In addition Nunan (2006, p. 69), states "Reading is a set of skills that involves making sense and driving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read". Heinemann (2009) state that reading is both a psycholinguistic process (involving the main actively processing the text) and a sociolinguistic one (with multiple social factors that can affect how one reads, how much one gleans from the reading, and more).

According to Patel and Jain (2008, p. 114-116) the process of reading may be broadly classified into three stages:

1. The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form.
2. The second stage is the 'structuring stage'. the learner sees the syntactic relationship of the item and understands the structural meaning of the syntactical units.

3. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learners comprehend the significances of a word, a phrase, or a sentence, in the overall context of the discard.

Reading is one of English language skill, it is used to understand or take some information from a written source by analyzing the text. In reading process there are some stages those are the recognition stage, structuring stage, and interpretation stage.

Based on definitions above it can conclude that the most important thing in reading is students understand and getting the meaning from what is being read. Mean that the reader should know the content of the reading text, because it was very important in learning

B. Question Answer Relationship strategy

Question Answer Relationship is one strategy purported as providing students with ways of dealing with tests of reading comprehension generally encountered in the classroom (Cummins, Streiff, Ceprano, 2012) and Raphael and Au (2005, p. 206) have asserted "the potential of QAR for helping teachers guide students to higher levels of literacy". QAR is a strategy to be used after students have read, it also easily be apply in all content areas. Question Answer Relationships strategy help students to realize the need to consider information in the text and information from their own language (Raphael, 1986).

Raphael (1982) devised the Question Answer Relationship (QAR) strategy as a way for the students to understand that answer to a question is directly related to the type of question that is asked. Raphael identified two categories of questions: those whose answers are supplied by the author (*in-the-book QARs*) and those that have answers that need to be developed based on the reader's ideas and experiences (*in-my-head QARs*). These two categories of questions also have two different types of questions.

In-the-book questions are classified as either *Right There questions* or *Think and Search questions*. The answer to *Right There questions* can be found in one sentence in the text. Students can point to these answers. The answers to *Think and Search questions* are pieced together using information from different parts of the text.

In-my-head questions are classified as either *Author and You questions* or *On My Own questions*. The answer to *Author and You questions* are not found in the text. Instead they require students to think inferentially. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together. *On My Own questions* can be answered without even reading the text. The answers to these questions rely solely on their own experiences.

With training in the use of the four categories of QAR students can learn to integrate both types of thinking for the purpose of written problem solving.

The Steps in Applying Question Answer Relationship Strategy

According to Raphael, Highfield and Au (2006) cite in Rothong describe six-step in applying model for teaching QAR lesson. The steps are :

1. Teacher explain to the students what they are going to learn about using QAR and how QAR can help them become effective readers.
2. Teachers model the concept of QAR strategy and each term many times and how to use the strategy by pointing to the sentences as reading the passage aloud .
3. Teachers have students try out the strategy to generate questions after reading a short passage by using the approach their teacher has used earlier and put their questions to a chart under different types of questions. Then teachers should give reasons why or why not the questions they depelove fit to each type of questions.
4. Coaching students work with their partner or they work in a small group in order to read and discuss a paragraph together and think of one question in each category while the teacher monitors their progress and provide some help as needed.
5. Students work on their own in applying what they have learned about QARs and the teacher observe their learning to provide additional scaffolding in next lessons.
6. After students have practiced this process for several types of question and over several lessons, then the teacher hands out the self-assessment forms for students to fill out.

The Advantages of Question Answer Relationship Strategy

According to Raphael (1986) and Conner (2006) cited in Hosseni Faard, M. & Rimani Nikou, F states there are some advantages of Question Answer Relationship strategy :

1. With Question Answer Relationship strategy can help students learn the kind of thinking that different types of question require, as well as where to go to answers in the text.
2. It encourages students to be more proficient and strategic readers.
3. It helps students to ask effective questions as they read and respond to the text.
4. It helps the students figure out how to go about answering the question based on a given text.
5. It helps students to understand the different types of question and requires the students to analyze the types of question.

Method of Research

In this study, the writer used quasi experimental design: pretest-post test non equivalent comparison control group design. Fraenkel & Wallen (2009, p. 271), defines “A quasi experimental design study is conduct when random assignment is not possible”. Although two or more groups of subject are still compared, the subjects are not randomly assigned to the treatment and control group.

A. Population and Sample

Population is a set (collection) all element processing one or more attribute of interest. The population of this research is all of the eighth grade of SMP PGRI Pagaram which consist of six classes.

From the population the researcher took two classes as sample in this research. The sample of this research was (VIII.2 and VIII.3) which consist of (35 students both of class) students. This sampling method do as a way in taking the subject which is not based on strata, random or area but based on particular purpose”. The writer took this sample in this research because the students had the same class major, they had the same teacher in English lesson, they had the same basic English learning, they had same number of student and also they had the similar competence in reading comprehension especially in narrative text.

B. Technique for Collecting the Data

The writer was collected the data by using written test. Cohen (2000, p. 317) defines “Test is number of question or exercise that are use measure skill, knowledge intelligent, ability or talent belong to individual of the group of the persons. For the knowledge the data the writer used pre-test and post-test”.

Test was important part of every teaching and learning experience. There were two kinds of the test that the writer gave to the sample in order to measure the student’s achievement in learning. The first was pre-test was given before doing treatment and the second was post-test after doing treatment. The writer gave the same material for the pre-test and post-test in the form of 40 items of multiple choice test. In this case, this test was given to the eighth grade students of SMP PGRI Pagaram.

C. Technique For Analyzing the Data

The data of this study analyzed by using Paired Sample t-test and Independent Sample t-test. Paired sample t-test used to find out whether or not there was significant difference in reading comprehension of the students in experimental and control groups before and after the treatment. Meanwhile, Independent Sample t-test used to know whether or not there was significant difference in reading comprehension between the students in the experiment and control group.

FINDING AND DISCUSSION

Based on the findings, the result of paired sample t-test of reading comprehension in experimental group showed that there was a significance progress in the students before and after treatment by using Question – Answer Relationship strategy. After the treatment, most of the students in good category. The improvement could be seen by the mean value of pre-test and post-test. It was also strengthened by the result of paired sample t-test in aspects of reading

comprehension on narrative. It showed that there was significance progress in the aspects of reading comprehension between before and after treatment in experimental class, it showed that all the aspects such as; sequence, generic structure, synonym, detail, moral value, character had improvement since Question – Answer Relationship strategy was applied.

From the aspects in experimental class, it was found that the highest value was detail with mean difference was 0.83 (38%) and the lowest value was moral value and character with mean difference was 0.11 (6%). Besides that, in the table 4.2, it showed that in sequence was at the significance level 0.048, generic structure was at the significance level of 0.005, synonym was at the significance level of 0.023, detail was at the significance level of 0.002, moral value was at the significance level 0.103 and character was at the significance level of 0.044. It means there was problem appeared in students' reading comprehension. In that aspects were found that reading comprehension is the most difficult skill in learning English.

Furthermore, in control class the result showed that there was significance difference in reading comprehension between pre-test and post-test in control class. There could be some factors that influenced the improvement. In control, the highest value was detail with mean difference was 0.05 (37%) and the lowest value was moral value with the mean value was 0.12 (6%). Based on the aspects, such as; sequence, generic structure, synonym, detail, moral value, character, the result of paired sample t-test in total value of reading comprehension was at the significance level of 5 with all the aspects such; sequence was at the significance level 0.160, generic structure was at the significance level of 0.309, synonym was at the significance level of 0.005, detail was at the significance level of 0.810, moral value was at the significance level 0.211 and character was at the significance level of 0.096. It means although in experimental class was sixth aspects (sequence, generic structure, synonym, detail, moral value, and character) were at the significance level of 0.048, 0.005, 0.023, 0.002, 0.103 and 0.044. Meanwhile the total value of reading comprehension at the significance level of 0,000 and the value of t-obtained 4.246 was higher than t-table 2.042. Furthermore, it proved that the students who were taught by using Question-Answer Relationship strategy got improvement than those the students who were not.

In addition, in control class, there was a possibility that the students did reading comprehension activity but most of them were reluctant to read because of some reasons. The researcher assumed that the students in control class had good prior knowledge in reading comprehension; some students in control class probably had mastered in reading comprehension aspects. However, although the students in control class got achievement in reading comprehension but the students in experimental class got better achievement than students in control class.

Since the value of t-obtained 4.246 was higher than critical value of table 2.042, the null hypotheses (H_0) was rejected and the alternative hypotheses (H_a) was accepted. It proved that Question – Answer Relationship strategy effected in students' reading comprehension on narrative text of the eighth grade students of SMP PGRI Pagaram.

Conclusion

The writer had done the experimental research teaching reading comprehension by using Question – Answer Relationship strategy of SMP PGRI Pagaram, the writer concluded that: Question – Answer Relationship strategy could improve students' reading comprehension and it could be identified from their reading comprehension achievement.

Based on the result of analyzing the data by using paired sample t-test and independent sample t-test, formula showed on SPSS version 20. So alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was any significance different in reading comprehension between the students who were taught by using Question Answer Relationship and those who were not of the eighth grade students of SMP PGRI Pagaram.

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