

**THE EFFECT OF USING QUESTION ANSWER RELATIONSHIP (QAR)
STRATEGY ON STUDENTS' READING COMPREHENSION
OF NARRATIVE TEXT AT ELEVENTH GRADE
OF SMA SWASTA PABAKU STABAT**

¹Dwi Widyantari, ²Efrini Panjaitan, ³Ismail

English Student of STKIP Budidaya Binjai

dwiwidyantari05@gmail.com

Lecturer of STKIP Budidaya Binjai

efrinipanjaitan@gmail.com

Lecturer of STKIP Budidaya Binjai

manurungisma@gmail.com

ABSTRACT

The objective of this study is to find out The Effect of Using Question Answer Relationship (QAR) Strategy on Students' Reading Comprehension of Narrative Text at Eleventh Grade of SMA Swasta PABAKU Stabat. This study is an experimental research with the population is all students of class XI at SMA Swasta PABAKU Stabat as many as 60 students from 2 classes, as control class is XI-IPA 1 and the experimental class is XI-IPA 2. The instrument of this research is using pre-test and post-test with multiple choice question consist of 20 questions. After the calculation of the data knowing the mean obtained by the respondents in the control class is 67,5 and the mean of data in experimental class is 86,83. It can be concluded that students' reading comprehension achievement in the experimental class is good. Based on the calculation of validity test, it can be concluded that the data has valid. Then based on the calculation of reliability of test, found that the data has reliable. Based on the calculation of normality, it can be concluded that the distribution of data is normal. After testing the data hypothesis criteria that have been obtained in the control class and the experimental class, it has been found that the hypothesis is received, where $t_{count} > t_{table} = 4,4 > 1,67155$. So it can be concluded that Question Answer Relationship (QAR) Strategy affected on Students' Reading Comprehension of Narrative Text at Eleventh Grade of SMA Swasta PABAKU Stabat.

Keywords: *Reading Comprehension, Narrative Text, Question Answer Relationship (QAR) Strategy*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui Pengaruh Penggunaan Strategi Question Answer Relationship (QAR) Terhadap Pemahaman Membaca Teks Narasi Siswa Kelas XI SMA Swasta PABAKU Stabat. Penelitian ini merupakan penelitian eksperimen dengan populasi seluruh siswa kelas XI SMA Swasta PABAKU Stabat sebanyak 60 siswa dari 2 kelas, sebagai kelas kontrol adalah XI-IPA 1 dan kelas eksperimen adalah XI-IPA 2. Instrumen dalam penelitian ini menggunakan pre-test dan post-test dengan soal pilihan ganda yang terdiri dari 20 soal. Setelah dilakukan perhitungan data diketahui mean yang diperoleh responden pada kelas kontrol adalah 67,5 dan mean data pada kelas eksperimen adalah 86,83. Dapat disimpulkan bahwa prestasi membaca pemahaman siswa di kelas eksperimen adalah baik. Berdasarkan hasil perhitungan uji validitas dapat disimpulkan bahwa data tersebut valid. Kemudian berdasarkan perhitungan uji reliabilitas, diperoleh data yang reliabel. Berdasarkan perhitungan normalitas, dapat disimpulkan bahwa sebaran data adalah normal. Setelah dilakukan pengujian terhadap data kriteria hipotesis yang telah diperoleh pada kelas kontrol dan kelas eksperimen, ternyata hipotesis diterima, dimana $t_{hitung} > t_{tabel} = 4,4 > 1,67155$. Sehingga dapat disimpulkan bahwa Strategi Question Answer Relationship (QAR) berpengaruh terhadap Pemahaman Membaca Teks Narasi Siswa Kelas XI SMA Swasta PABAKU Stabat.

Kata Kunci: Pemahaman Membaca, Teks Narrative, Strategi Question Answer Relationship (QAR)

I. INTRODUCTION

Language is very important for human life. Language is used to express emotion, ideas, attitude and etc. Every people need language to communicate with another people like in groups or social relations. It is make language is useful and important things in our life, because we needs a language to do something.

English is one of language important to communicate with others. English is an introduction language spoken in international event and is used as the medium of information flow on science, technology and culture as well. As we are in developing country, we should try to be able to speak English to make relationship with other country.

In Indonesia, English is foreign language and most of the students study English language from the Elementary School until Senior High School. In Senior High School, the purpose of teaching English is to make students able to master the language skills. The components of language skills are Listening, Reading, Speaking, and Writing. All of the components before have relation between one to other components.

Reading is one of the most important skills from four skills in language. According to Westwood (2008:31), reading comprehension is an active reading thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.

At school, there are many problems faced in learning English, one of which is in answering some questions related to reading texts. Many students waste too much time to answer comprehension questions.

Unfortunately, some English teachers still apply a traditional way to teach reading in the class and it usually makes the students bored

and difficult to understand the materials because the method is monotonous. Therefore, the teacher should find another method, technique, or strategy to overcome this problem. Thus, the teacher can apply an appropriate strategy to establish the effectiveness of English teaching in order to make the students have better achievement.

Based on the problems above, the writer is interested to apply Question-Answer Relationship (QAR) strategy of reading comprehension to make students active in teaching and learning process in the classroom. According to Rafael (1986), QAR provides a basis for teaching three comprehension strategies: locating information; showing text structure and how the information is organized; and determining when an inference or reading between the lines is required. QAR shows students the relationship between questions and answers, how to categories different types and levels of questions (*Right There, Think and Search; the Author and You and On My Own questions*), as well as how the text does not have all the answers. QAR helps students consider both information from the text and information from their own background knowledge.

Reading is a way to transform the knowledge from the written text to humans mind. According to Westwood (2008:31) reading comprehension is an active reading thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. And According to Nurlela & Panjaitan, E (2020) the purpose of teaching reading is to make students are able to read the text effectively, efficiently and enable them to interpret what their read, and also to gain information or variety existing knowledge, or in order to critique a writer's idea or writing style.

At school, Narrative Text is one of text that students ever meet. According to Hornby (1974) the narrative is to tell a story or tale that orderly account of events in speech or writing.

A narrative text is a piece of the text which tells a story and, in doing so, entertains or informs the reader or listener. It can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers.

According to Raphael (1986), the QAR strategy is designed as a way for students to understand that the answer to a question is directly related to the type of question asked. Essentially, QAR teaches the students three comprehension strategies: (a) locating information, (b) showing text structures and how the information is organized, (c) determining when an inference or reading between the lines is required.

Using QAR Strategy, students are hoped to understand that there are relationships between answer and question. There are two kinds of information in QAR. They are "In the Text" and "In My Head". In the text is divided into two types; Right Here and Think and Research. And In My Head is also divided into two types; Author and You and On Your Own.

According to Spears (2011), there are three steps in teaching QAR strategy:

- (a) Explain the students that there are four types of questions they will encounter. Define each type of question and give an example.
- (b) Give the students sample questions to answer in pair or small groups and identify which the QAR levels they used.
- (c) Have students work individually on questions from longer passage. Get students to examine the types of questions in the training passage.

II. RESEARCH METHODOLOGY

This research was conducted at SMA Swasta PABAKU Stabat at Jalan Pringgondani no.813 Karang Rejo, Stabat district, Langkat regency, North Sumatera, Indonesia. The writer choose the school because there are some problems on learning process and the distance

was not too far from the writer's house so that it could not waste too much time.

The population in this research was all students of class XI at SMA Swasta PABAKU Stabat as many as 60 students from 2 classes in which Class XI IPA 1 consists of 30 students and Class XI IPA 2 consists of 30 students. According to Suharsimi Arikunto (2002:108) reveal, "when the subject is less than 100, better taken all that research is population research". So the sample of this research is all students of XI grade at SMA Swasta PABAKU Stabat,

Table 1. Sample of Study

Group	Class	Student Margin
XI IPA 1	Experimental	30
XI IPA 2	Control	30
Margin Total		60

The research design of this research is used quantitative research with an experimental research. Emzir (2012:69) reveal, "an experiment typically involves two groups, experimental and control group". This method was used to find out whether Question Answer Relationship (QAR) was effective or not to teach the reading comprehension to the students. The researcher used one group pretest-posttest design. It used to measure change in an outcome before and after an intervention is implemented.

Table 2 The Research Design of Study

Group	Pre Test	Treatment	Post Test
Experiment	O ₁	X (Using QAR Strategy)	O ₂
Control	O ₁	X (Using Lecture Method)	O ₂

In this research, the researcher used a multiple choice as an instrument. The instruments consist of 20 questions. The test was intended to know how effective Question Answer Relationship strategy in teaching reading comprehension.

In this research, the researcher carried out the following steps to collecting data; (1) Prepare the Instrument, (2) Conducting pre – test, (3) Conducting the treatment and (4) Giving post – test.

III. RESULT AND DISCUSSION

Students in the experimental class in this research received different treatment with students in the control class. In this case the students in the experimental class are given the learning by applying Question Answer Relationship (QAR) strategy. Based on the research has done, the result score in the experimental class is different.

Table 3 The Score in Experimental Class

Statistical Calculation	Pre-test	Post-test
Total Score	2045	2605
N	30	30
Mean	68	87
Median	65	85
Modus	65	85
Standard Deviation	12,48	5,59
Max Score	90	95
Min Score	45	80

Students in the control class are given learning about narrative text by applying the conventional method. Furthermore, at the first lesson students are given multiple choice test as many as 20 questions (Pretest), and at the end of the lesson students are given multiple choice test as many as 20 questions (Posttest). Based on the research has done, the result score in the control class is different.

Table 4 The Score in Experimental Class

Statistical Calculation	Pre-test	Post-test
Total Score	1780	2025
N	30	30
Mean	59,33	67,5
Median	60	70
Modus	60	70
Standard Deviation	8,07	7,40
Max Score	70	80
Min Score	40	50

Based on the calculation above, the research find the lowest score was 45 for

students' initial A and the highest score was 90 for students' initial TF in experimental class

Table 5 Lowest and Highest Score in Experimental Class

Students' Initial	Pre-test	Post-test	Grade
A	45	80	<i>Lowest</i>
TF	90	95	<i>Highest</i>

In the control class also has different score.. The lowest score was 40 for students' initial IM and the highest score was 70 for students' initial SP.

Table 6. Lowest and Highest Score in Control Class

Students' Initial	Pre-test	Post-test	Grade
IM	40	50	<i>Lowest</i>
SP	70	80	<i>Highest</i>

The data of this research were students' reading comprehension in narrative text which collected during the pre-test and post-test given. There were 60 students involved in this study. The students were divided into two groups, Experimental group and Control group. The result of the Pre-test and Post-test were following:

1. The result of **Validity Test** with the criteria used if $r_{\text{count}} > r_{\text{table}}$, then the test is valid. Based on the calculation, have calculated r_{count} is **0,75** while r_{table} with a significant level of 5% is **0,2542**. So it can be concluded that **0,75 > 0,2542** then it means there is correlation between the variables connected.
2. The result of **Reliability Test** with the criteria used if $r_{11} > r_{\text{table}}$ then the test is reliable. Based on the calculation, have calculated r_{count} is **1,029** while r_{table} with a significant level of 5% is **0,2542**. So it can be concluded that **1,029 > 0,2542** it would be matter reliable.
3. Based on the calculation above has been known t_{count} is **4,4**. To test the hypothesis based on the data has been obtained, then in accordance with the provisions that have been established that the hypothesis accepted if $t_{\text{count}} > t_{\text{table}}$. It has been known

the t_{table} is **1,67155** then **4,4 > 1,67155**. It concluded the hypothesis is accepted.

Based on the previous calculation, it show that with the amount of sample ($N=30$) and the level of significant is 5%. based on the data has been obtained, then in accordance that the hypothesis accepted if $t_{count} > t_{table}$. The result of t_{count} is 4,4. From the t_{count} on t_{table} for $N=30$ is 1,67155, then $4,4 > 1,67155$. It means the hypothesis is accepted.

IV. CONCLUSION

From the result of the data analysis in the previous chapter, the writer compose a conclusion that in testing the hypothesis, the value of $t_{count} > t_{table}$ has been known the t_{table} is 1,67155, then $4,4 > 1,67155$. It concluded the hypothesis is accepted, so it can be concluded that treatment with Question Answer Relationship (QAR) Strategy is affected on students' ability in reading comprehension of narrative text at eleventh grade of SMA Swasta PABAKU Stabat.

REFERENCES

- Arikunto, S. (2009). *Prosedur Penelitian Suatu Pendekatan Praktik. Edisi Revisi* 6. Jakarta: Rineka Cipta.
- , (2013). *Prosedur Penelitian*. Jakarta: Rineka Cipta.
- Emzir. (2012). *Metodologi Penelitian Kualitatif: Analisis Data*. Jakarta: PT. Raja Grafindo Persada.
- Harmer, J. (2007). *The Practice of English Language Teaching. Sixteen Edition*. Longman Group Ltd.
- Hornby, A.T. (1974). *The Advance Learner's Dictionary of Current English*. Oxford: Oxford University Press.
- Nurlela & Panjaitan, E. (2020). *The Effect of Fishbowl Strategy on Students' Reading Comprehension at the Eleventh Grade of SMA Muhammad 18 Sunggal in Academic Year 2019/2020*. Jurnal Serunai Bahasa Inggris, 12 (1), p. 28.
- Puspita, H, R. (2013). *Question Answer Realationship (QAR) as a Strategy to Improve Reading Skill in Narrative Text of Students Grade X of SMK Negeri 2 Semarang in the Academic Year 2011/2012*. Semarang: Diponegoro University
- Raphael. (1986). *Teaching Question Answer Relationship*. The Reading Teader, 39.516-523
- Raphael,T.E.,&AU,K.H.(2005). QAR: *Enhancing comprehension and test taking across grades and content*. The reading teacher, 59(3), 206-22.doi: 10.1598/RT.59.3.1
- Richards, C. J., & Lockhart, C. (1996). *Reflective Teaching in Second Language Classrooms*. New York: Cambridge University Press.
- Soraya, M. (2017). *The Effect of Question Answer Relationship (QAR) and Think Aloud Strategies on Reading Comprehension Ability*. Banda Aceh: UIN Ar-Raniry
- Spears,M. (2011). *Question answer relationship (QAR)*. Retrieved from <http://www.readingrockets.org/2010/strategies/question-answer-relationship/21> Februari 2021
- Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung:Alfabeta.
- Westwood, P. (2008). *What Teachers need to Know about Reading and Writing Difficulties*.Australia: Acer Press.