The Effect of Question Answer Relationships (QARs) Strategy of Students' Reading Comprehesion

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Abstract. This research aimed to know the impress of Question Answer Relationships (QARs) Strategy on students' reading comprehension. The subjects of this research were the first semester students of STKES Al Fatah Bengkulu in 2024/2025 academic years which consists 62 students. This research used experimental research was divided into two classes. They are experimental class and control class. The data was obtained by using reading comprehension tests in students' skills of understanding reading text of report texts in order to complete data. The data analysis was applied t – test analysis. The research result showed the Question Answer Relationships (QARs) Strategy gave significant effect toward sudents' reading comprehension.

INTRODUCTION

In teaching and learning English, there are four aspects that students can be learned. They are listening, speaking, reading and writing skill. Every skill has its own uniqueness. Reading is one of the basic skill of language learning that can not be sepatared from other skills of learning language. Eventhough, Reading is one of the language skills which is very important to be learned by the students. By reading, students can able to understand the reading text easily if they have good strategies in understanding it.

Students can get wider informations and knowledges by reading. The students who comprehend well monitor can make a good conclusion from what they have read to show their understanding after reading activity. The strategy in reading comprehension is also determined in successful in understanding the reading text. The effectiveness of reading comprehension can help students to comprehend the text.

There are some purposes of reading comprehension according to Grabe and Stoller (2002). They are:

1. Reading for general comprehension
2. Reading to search for simple information
3. Reading to learn from texts
4. Reading to integrate information, write and critiques texts.

Futhermore, in teaching reading comprehension, there are some principles that should be considered according to Mc.Laughlin (2012) :

1. Comprehension is the active construction of meaning as the reader makes connections between prior knowledge and the text
2. Most of what we know about comprehension comes from studying good readers.
3. It's all about good teaching.
4. Motivation is a key factor.
5. Explicitly teaching a variety of reading comprehension strategies builds students' reasoning power.
6. Vocabulary development is essential
7. Students should read a variety of types and levels of text.
8. Students should use multiple modes to represent their thinking
9. Constantly check for understanding
10. Push studenrs to comprehend at deeper levels.

Based on the principle above the lecturers can explore their strategy in reading comprehension to build students' successful in reading comprehension. The Question Answer Relationships (QARs) strategy is one of strategies that can help students in reading comprehension. This strategy assists students in relating prior knowledge to text information. It becomes a conscious process students actively engage in when reading texts, especially difficult reading selections. With this strategy, students become aware of the relationships between questions and answers. According to Tompkins, Gail cited in Solihin (2022) The QAR strategy in learning reading comprehension is intended for intermediate to advanced students. This strategy can be done individually or in groups. The elaboration of the QARs strategy is divided into five steps, namely :

1. Reading the questions. Students read the questions for the first time before they read the text. This will give students an idea or picture of what to think about and look for when reading
2. Understanding the level of QAR questions. Students are required to understand the level of thinking contained in the question and the level of thinking needed to answer the question.
3. Reading the text. Students read the reading text, while reading they also think about the answers to the questions that have been read before.
4. Answering questions. Students re – read the questions. Students determine where to get answers according to the QAR level and write the answers.
5. Sharing answers. Students will share and discuss their answers with the whole class.

Additionally, based on those explanations above, so QARs strategy in reading comprehension is a good strategy to apply of students in STIKES Al Fatah Bengkulu. Whereas, it can help students in increasing reading comprehension skill.

METHODS

This research was designed by an experimental research. It divided into two classes, they were experimental class and control class. The population of this research was the first semester students of Stikes Al Fatah Bengkulu in 2024/2025 academic years. It consisted 31 students of each class A and B. For selecting the sample of this research, the researcher ensured that the population was in normally and homogeneity distribution. Cluster random sampling technique was used by the researcher in this research. It was control class (students on class B) that taught by using small group discussion strategy. The experimental class (students on class A) was taught by using question answer relationships strategy.

Additionally, after the experimental and control class were chosen, each class was

given a reading comprehension test on report text to measure students' reading comprehension. While the indicators of students' reading comprehension were general information, specific infomation, learning from texts, and meaning of words. It consist of 35 questions from 8 texts.

Meanwhile, the data were analyzed statiscally to identify whether the reading comprehension of experimental class was significant higher from the control class. Then, after the data were collected, the normality testing, homogeneity testing and hypothesis testing were analyzed. The hypothesis testing 1, 2 and 3 were analyzed by using t – test.

RESULT AND DISCUSSION

The research was conducted in two classes chosen as the sample. The experimental class was taught by using Question Answer Relationships (QARs) Strategy and the control class was taught by using Small Group Discussion Strategy. The last step of the treatment, all of the samples estabished to carry out reading comprehension test to measure the students' reading comprehension.

The result of the effect of Question Answer Relationships (QARs) Strategy on students' readingcomprehension of report text can be seen at table below:

Table 1. Summary of Students' Reading Comprehension

Classifications	Class	
	Experimental	Control
N	31	31
Mean	76	69
Var.	47.58	53.23
$t_{observed}$	3.435	
t_{table}	2.000	
Sig	0.001	

Based on the result of the table above, it found that the mean score of students' reading comprehension on report text of experimental class that was taught by using QARs strategy was higher score than students of control class that was taught by using Small Group Discussion strategy. According to Melanie (2012), reading strategies and techniques can help students to become excellent readers during any school year. Through active reading and other methods, students can increase their vocabulary and proficiency. Reading techniques benefit struggling students and offer them constructive ways to get a better grasp on learning how to read. It means that QARs strategy is one of appropriate strategies to improve on students' reading comprehension.

Furthermore, from the table above, it can be concluded that $t_{observed} > t_{table}$. It means that QARs startegy on students' reading comprehension get significant higher result in reading comprehension than those who are taught by using Small Group Discussion Strategy.

Understanding of long questions was used by the lecturer to know how, the students can understand the texts and it can be a guideline to monitor students' learning. Questioning also is effective to improve students' comprehension because it can describe the purpose of students' goal for reading, giving completely attention on what they think and must be learned from the text, so it can make students be active learner and develop their competences, skills in reading skill.

QARs strategy that used in experimental class was strategy to guide students to understand the questions in order to get an information in reading text and it can give reflection to futher information that they required.

In contrast, eventhough Small Group Discussion strategy is a good strategy in reading comprehension that makes students' active in reading, interact during in discussion class, and shared their ideas, but it is still not enough to increase their capable in increasing students' reading comprehension in report text. As we know as the small group discussion strategy is a common teaching strategy that usually used by the teacher in teaching reading comprehension. While, QARs strategy gave a new learning strategy of students in reading comprehension to motivate students in learning.

From the discussion above, it can be concluded that students who were taught by using QARs strategy in reading comprehension of report text got higher score and more motivating than those who were taught by using small group discussion strategy.

CONCLUSION

Based on the result and discussion of this study. It can be concluded that QARs strategy gives significant effect on students' reading comprehension of report text. It can be seen from the mean score between experimental class and control class. It means that QARs strategy is one of strategies in reading comprehension that is compatible to apply in reading comprehension skill in learning English.

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