The Use of Question Answer Relationship (QAR) for Improving Students' Reading Comprehension in Narrative Materials

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Abstract: The objectives of this research were to improve the students' learning activity and reading comprehension by using Question Answer Relationship (QAR). It was a kind of reading technique where the students were given questions and found the correct answer based on the text. In this research, the writer used Classroom Action Research as the design in collected the data. The research implementation of research was in two cycles. The sample of this research was in one class only with 30 students. To get the data of research, the writer used observation sheet and reading test. The test used in this research was multiple choice consisted of 40 questions. The findings of this research showed Question Answer Relationship (QAR successful to improve students' learning activity and reading comprehension. It can be seen from the average score of students' learning activity and reading comprehension. The average score of students' learning activity was increased from the first cycle 6.53 while in the second cycle 7.77, it was from less active to active criteria. Then, it was found that the average score in cycle 1 was 68.4 while in cycle 2 was 75.4. Therefore, the implementation of Question Answer Relationship (QAR) was successful to be used in improving the students' learning activity and reading comprehension at the tenth grade of SMKN 1 Kalianda in academic year of 2021/2022.
Keywords: narrative text, reading comprehension, QAR strategy

INTRODUCTION

Reading comprehension is one of the most important skills in learning a language besides listening, speaking, and writing. The basic goal for any reading activity is to know the concept of science and to know the language. Reading comprehension is considered as one of important skills, which has to be learned because it can influence the other language skills (Rodi, Permanasari & Febriyanti, 2019). Without reading skill, the students will have difficulties to learn other skills such as listening, speaking and writing. As we know that most all of stuffs in our life are being written, that is why we need

reading skill to know what being told in written form (Andeska et al., 2020).

The ability to comprehend the text is not that easy to be mastered, because the students must have other skill such as word recognition and contextual meaning. There must be a basic skill before the students started their activity of reading comprehension namely word recognition. This is an activity where the students trying to identify the meaning of each words in the text. The students need a basic skill of vocabulary in order to make them able to identify the meaning of words (Sartika, Afifah & Anggraini, 2020).

The method or strategy used must be able to improve students' reading ability. The lack of use of learning methods or strategies is one of the obstacles in achieving learning objectives. The selection of methods for each learning teacher must pay attention to the character of students because the method or strategy used is not only one, but can also be varied with other methods so that students do not feel tired or bored in the learning process. If students are motivated to study well, it will be easier to provide direction to students so that learning becomes conducive and fun (Hastomo, 2016).

Previous research has been done by Raphael & Au (2005) entitled "QAR: Enhancing Comprehension and Test Taking Across Grades And Content Areas." It showed that teaching reading comprehension through Question-Answer-Relationship (QAR) strategy is effective. In addition, they say, "QAR strategy made students more strategic and creative in answering the questions, because it provides the appropriate categories to reduce students' difficulties on their reading comprehension and made them easier to find out the answer.

Based on the preliminary of research at SMK NEGERI 1 KALIANDA, the writer found that there were several obstacles faced by the students in understanding student learning. First, they do not understand the vocabulary of the text. Second, students cannot be understanding the ideas in the text. Third, teachers rarely use interesting strategies in reading comprehension. So, to overcome these problems the writer is interested in implementing learning strategies that can improve students' reading comprehension. Many strategies can be used to improve students' reading comprehension.

One strategy that will be used is Question Answer Relationship (QAR). Through QAR, the students can realize that the answers of question do not only come from the text itself but also can be related with students' own experience and knowledge. This strategy can help the students to understand the text that they read (Sadiku, 2015). Therefore, this strategy can be used as a strategy on teaching reading comprehension. In addition, the writer focused to improve students' reading comprehension in narrative material. Narrative text is a kind of text that talks about past story like fable, fairy or legend. Narrative material or narrative text is the suitable for improve reading comprehension by using

QAR strategy (Mardiana, Jaya, & Marcela, 2021).

Based on the background of the problem above, the writer chose Question Answer Relationship (QAR) strategy to overcome the problem of reading comprehension and narrative text as the material of it. QAR is the first major activity that is active for students' backgrounds that are following the knowledge of a particular topic, it can be applied inside and outside the classroom to shape students' reading practice. Therefore, the researcher would like to conduct research entitled "The Use of Question Answer Relationship (QAR) for Improving Students' Reading Comprehension in Narrative Materials ".

METHOD

In this research, the writer conducted research using Classroom Action Research (CAR). Classroom action research is carried out by a teacher in tenth classroom TKJ through self-reflection, with the aim of improving performance as a teacher so that student learning outcomes increase. In conducting the research, the writer uses the classroom action research (CAR) method which is sourced from classroom action. Because it occurs within the classroom frame, it is called as CAR. Classroom action research offers procedures and ways to improve educational professionalism and the learning process teaching in a class by looking at the real conditions of students (Hastomo, 2019).

RESULTS AND DISCUSSION
Result
Result of Cycle I

The percentage of the number of students who passed the KKM were 63.3%, and the number of students who did not pass were 36.7%. For more details, the improvement of the results from preliminary to cycle 1 can be seen in the table 1 below:

Table 1. Result of Learning Activity in Cycle I

No	Range of Score	Category
1	>8.00	Very Active
2	7.50 – 7.99	Active
3	7.00 – 7.49	Quite Active
4	6.00 – 6.99	Less Active

Based on the table above, it can be seen that there were four criteria of learning activity namely very active, active, quite active and less active. The learning activity of students in cycle 1 just achieved less active criteria. It was obtained that the average score of learning activity was 6.53 with the total score 195.8. It can be concluded that the students' learning activity needed an

improvement.

Result of Cycle II

The percentage of the number of students who passed the KKM were 86.7%, and the number of students who did not pass were 13.3%. For more details, the improvement of the results from cycle 2 can be seen in the table 2 below:

Table 2. Result of Learning Activity in Cycle II

No	Range of Score	Category
1	>8.00	Very Active
2	7.50 – 7.99	Active
3	7.00 – 7.49	Quite Active
4	6.00 – 6.99	Less Active

Based on the table above, it can be seen that there were four criteria of learning activity namely very active, active, quite active and less active. The learning activity of students in cycle 2 achieved active criteria. It was obtained that the average score of learning activity was 7.77 with the total score 233.2. It can be concluded that the students' learning activity had an improvement. Therefore, the writer stopped the cycle 2.

The Improvement of Cycle I to Cycle II

There was an improvement in students' reading comprehension by using Question Answer Relationship (QAR) strategy. From the cycle I was 63.30%, and cycle II obtained 86.7%. The writer decided to stop cycle 2 because it has reached the set criteria or can be said that the implementation of Question Answer Relationship (QAR) can improve students' reading comprehension at the tenth grade of SMKN 1 Kalianda in academic year of 2022/2023. It can be seen on the figure as follows:
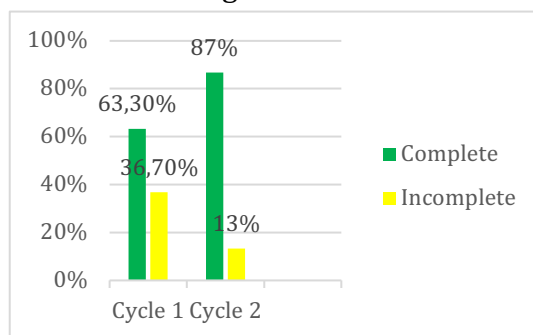

Figure 1. Data Improvement

Based on the figure 1 above, it showed that there was an improvement of the students' learning activities in reading from the first cycle to the second cycle. In the first cycle, the average score of the students' learning activities

were 6.53 with the unsuccessful criteria, while the second cycle there was improvement of the students' learning activities were 7.77 with the active criteria. So that the improvement that was got from cycle 1 to cycle 2 was 1.24%. Therefore, there was significant improvement of the students' learning activity from the first to the second cycle by using Question Answer Relationship (QAR).

Discussion

This research was conducted by using classroom action research which using Question Answer Relationship (QAR). It consisted of two cycles and each cycle consisted of three meetings. There were four steps in each cycle of the research; planning, acting, observing, and reflecting.

Before conducting the cycle, the researcher did pre-cycle to the students at the tenth grade of SMKN 1 Kalianda. The pre-cycle/pre-test aimed to know the students' reading comprehension before they gave treatment by using Question Answer Relationship (QAR). In pre-cycle data, there were many students who have lack of reading comprehension, it shown by their score in pre-cycle. So, it was clear that the students have less reading comprehension and their skill need to be improved (Fajeri et al., 2020).

Reading is one of important skill in English which provides an information and the role of reader is to understand or comprehend the text or passage they have read (Yulistiani et l., 2020). These make them fluent in reading, the more they are fluent the more they could get the comprehension of the text easily. It is important for the teacher to improve the students' reading skill because it enables them to get a lot of information. Without having information, the people may not be able to do many things.

In this research, the writer tried to improve the students' reading skill by using Question Answer Relationship (QAR). There were two cycles with the same steps of learning, but in cycle II the lesson plan had been revised in order to make the teaching and learning process could achieve it purpose. In cycle 1, the students were followed the lesson, but they seemed not too active when the writer explained the material. The material of this research was about narrative text. That was why in cycle 2, the writer revised lesson plan and allowed the students to open dictionary to find the meaning of unfamiliar word but the writer was also clarified it.

The second cycle was better than first cycle. It could be seen by the students' activeness in classroom and also the students' score in post-test of each cycles. In cycle 1 the post-test score lower than second cycle. The average score of students' reading comprehension in cycle 1 was 68.4 while in cycle 2 was 75.4. Due to the result of second cycle, then the writer decided to stop the cycle because there was significant improvement of students' reading skill and

activity in the classroom.

There was an improvement in students' reading comprehension by using Question Answer Relationship (QAR). From the cycle I was 63.30%, and cycle II obtained 86.7%. The writer decided to stop cycle 2 because it has reached the set criteria or can be said that the implementation of Question Answer Relationship (QAR) can improve students' reading comprehension In other words, it means that there was an improvement of students' reading comprehension and reading activity at the tenth grade of SMKN 1 Kalianda in academic year of 2022/2023.

CONCLUSION

The writer conducted the research of teaching reading comprehension at the Tenth Grade SMKN 1 Kalianda by using Question Answer Relationship (QAR) and it was obtained the conclusion that the implementation of Question Answer Relationship (QAR) can improve students' learning activity. Moreover, the implementation of Question Answer Relationship (QAR) can improve students' reading comprehension. There are some suggestions in case of applying Question Answer Relationship (QAR) as follows: First, the teacher can use the variety of reading strategy that consists of some variations in reading activity. So that the students would not just read the text because it could be monotonous and they might feel bored to receive the material given by the teacher. Second, the students should be collaborated in learning and follow the teacher's instruction well. So that the process of teaching learning could run well and the students could catch the information from the teacher clearly. Moreover, It is good for other researcher to use Question Answer Relationship (QAR) in teaching reading comprehension because it makes the students prepare their knowledge well before the process of teaching learning. The further research can use the result of this research as reference, especially in using Question Answer Relationship (QAR).

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