

**THE EFFECT OF QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY ON
STUDENTS' ACHIEVEMENT IN READING COMPREHENSION**

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Abstract

The focus of this research is to demonstrate the influence of question-and-answer learning on students' reading interest in narrative texts. Is there an effect of question answer relationship strategy on students' reading skills in reading narrative texts? Class VIII SMP Methodist 9 Medan is the problem in this research. This form of research is a quasi-experimental study that includes an experimental and a control group, as well as pre- and post-tests. The post-test results showed that 22 pupils (88 percent) received very high scores and 3 students (12 percent) received high scores. The experimental group's mean score was likewise raised. Prior to using the QAR technique, the mean was 67.04. The mean after learning using the QAR technique was 83.36. The median in the pre-test was 76, but after learning with the QAR approach, it was 82. Prior to treatment, the experimental group's standard deviation was 1.676. After learning by applying QAR strategy, the standard deviation in the experimental group was 2.084. Students are more engaged in reading after employing the question-and-answer learning paradigm to improve their interest. This demonstrates that the question-and-answer interaction strategy's learning effect has a significant impact on students' success in reading narrative texts. _____

Keywords: *QAR Strategy, Student Achievement, Reading Comprehension*

1. Introduction

Reading is the educational process to achieve the goals to be achieved. In the Minister of Education and Culture Regulation No.67 years 2013 regarding the framework and structure of the curriculum, which describes the educational process that

provides opportunities for students to develop their potential to become the ability to think academically by giving meanings that can be seen, heard, read and mastered from the culture determined by the lens of culture in accordance with the psychological and physical maturity of students.

Boardman et al (2018) Reading is the activity of seeing and understanding the contents of the text with or without sound. Ardiansyah et al (2020) reading it has many benefits, functions or roles. one of which is to improve students' abilities and skills. Teacher teaching techniques here are needed in an effort to explore the ability of students to be experts in reading and answering questions from existing reading.

In line with the discussion above, Adzillah et al (2017) states that reading is a very important skill to use throughout life. Reading is the process through which readers obtain messages and impressions delivered by the writer through letters or written expression. According to Asura (2018) states that reading learning is a series of student activities to achieve the goals of reading skills. Winasis (2018) Learning to read is carried out so that students can read but it is also a process that involves activities as well as thinking, understanding and producing a written discourse.

Reading has many benefits. First, reduction and anxiety, such as experiencing anxiety because of love, problems that can be used by reading

motivational words or holy books according to religious teachings.

Second, make the brain develop. The second benefit. When the brain is accustomed to reading, it will become active in thinking and trained in doing analysis. Oktawati (2021) This habit will affect in expressing ideas, exchanging words, adding vocabulary and a clear and developing way of thinking. One example is often learning from other people's experiences than blaming other people or making up other people's mistakes.

Third, increase knowledge. Fourth, become a more thinking person. Where every decision is taken, it already has a solution for every decision taken or more often it is called simplifying the problem of reading. Fifth as an entertainer. Scot (2013) The benefits of reading are not only to broaden horizons but to seek pleasure, entertainment and enlightenment from any humorous books, novels or books that are interesting and funny so that they feel entertained. Sixth, improves memory. Sholikah (2019) Reading will keep your brain active and your inner cells get used to seeing something new in a very short time. But in fact, many students get some difficulties in reading. Some of

them get low score in studying English especially in the aspect of Reading. It is shown from the table below.

According to table 1.1, the presentation value of class IX A that achieves values above KKM is 36.36 percent, while those who do not achieve KKM are 63.64 percent. Meanwhile, class IX B that achieved a value above KKM was 45.46% and those that had not reached KKM were 54.54%. It is possible to disregard the fact that students' reading value of narrative text in learning is still classified as not satisfying the KKM standards.

The researcher obtained some information from the English teacher in SMP Methodist 9 that many students faced difficulties in class IX SMP Methodist-9 in reading narrative text. It can be happened by many factors. One of the factor is because of the method used at the time of learning is conventional which results in a delay in understanding in students such as doing exercise questions, resulting in feelings of laziness and a lack of interest in reading.

At the SMP, learning to read narrative text is no longer a difficult task, because students are less interested in

reading narrative text. Therefore, there is a model called QAR (Question-Answer Relationship).

The QAR technique is a reading method of learning that tries to increase pupils' understanding of reading content by encouraging students to link their prior knowledge of text content before reading and after reading in answering questions. Students increase their initial reading knowledge through questions related to the text being read and students learn to seek deeper information to answer questions. Students also try to answer questions from the text read.

Through the QAR strategy data is used to improve students' reading comprehension, improve vocabulary mastery, increase initial knowledge, increase higher thinking skills, increase student interest and participation in the lesson process. The researcher discusses the analysis of the results based on the difficulties of the researcher's literacy by conducting research to improve reading comprehension skills with the QAR strategy at SMP Methodist- 9 Medan. From the identification of the above problems, the researcher conducted research with the aim of describing the

initial conditions of reading ability, the process of implementing reading learning.

Based on the topic's history, the formulation of the problem in this research is "Does the QAR learning model significantly effect on students' achievement in reading narrative text of class IX at SMP Methodist-9 Medan?". The researcher may observe the limits of attempting to impact the QAR technique on the success of reading narrative text in class IX at SMP Methodist-9 Medan based on the description of the problem above. The goal of this study is to determine if mastering the QAR approach has an influence on reading narrative text achievement in class IX at SMP Methodist-9 Medan.

2. Methodology

At this point, the researcher examined the data using quantitative methods. There were two fundamental data stages: pre-test and post-test. Following that, the researcher divided the research samples into two groups: experimental and control. The comparison of the pre-test and post-test yields data. The QAR (Question

Answer-Relationship) strategy was used by researchers in the pre-test method. The researcher provide a narrative and some questions contained in the narrative text.

Following the completion of the pre-test, the researcher instructed the experimental group on the QAR (Question Answer- Relationship) technique. The post exam was given to students as part of the strategy to compare the results achieved before and after learning the QAR (Question Answer- Relationship) method. The researcher assigned the students to read and answer questions on the narrative material.

The population in this study was students from class IX, which was separated into two classes, class IX A, which had 22 students, and class IX B, which also had 22 students. According to Arikunto (2010; 173), population is defined as the number of individuals in each class. The two classes selected from the population to serve as the experimental

and control groups. And the sample in this study there was the number that has recorded in the population above which sampled. This research used Scanning Technique; this technique involved all students of class IX SMP Methodist-9 to be the research sample.

The pre-test served to get the main value from the control class and the experimental class, the researcher gives 25 questions in the form of multiple choice to students about narrative text and some examples that concern the text before getting learning with the QAR (Question Answer-Relationship) statistic

They were provided various approaches but with the same topic in the experimental and control classes. Students were taught to read narrative material using the QAR (Question Answer-Relationship) technique in the experimental class. In the control group, students were taught to read narrative material without employing the QAR

(Question Answer-Relationship) technique.

The researcher conducts the last meeting on students in the post-test session to acquire an average score that might be done after the final post-test session.

$$(\bar{X}) = (\sum X)/n \quad (\bar{Y}) = (\sum Y)/n$$

Where:

X = The mean score from pre-test score
Y = The mean score from post test score

$\sum X$ = Total score from pre-test score

$\sum Y$ = Total score from post test score

N = Total sample (total student)

To support this study, the researcher employed the t-test formula to compare the mean value in the experimental class with the control class. After calculating the pupils' average score, it can be said that the real criteria are the real group average score or not.

3. Findings and Discussions

As stated in the preceding chapter, the purpose of this study was to determine the significant influence of the Questions and Answer Relationship (QAR) strategy on students' progress in reading comprehension. The writers applied the quantitative method in studying the research data. This research was done at SMP Swasta Methodist 9 Medan. The writers chose two classes as the sample in this research. Grade VIII- A students were chosen as the sample in the experimental group. Meanwhile grade VIII-B students were chosen as the sample in the control group. There were 25 students at grade VIII-A and there were 25 students at grade VIII- B. After examining the test's reliability, it was discovered that the test's reliability is 0.75 when using the Questions and Answers Relationship (QAR) technique. It means that the reliability of students' scores of reading comprehension test was very high (0.75).

Tables were used to describe the data from this study. The writers conducted this research by administering a pre-test and a post-test. The writers arrived at their conclusion based on the results of the pre-test. Meanwhile, the authors received the results of the post-test. Following the pre-test and post-test in the control and experimental groups, the authors administered the post-test to both groups. The experimental group's mean score was greater than the control group's. In the pre-test, the control group's mean score was 61.52, while the experimental group's mean score was 67.04. After administering the post-test, it was determined that the mean score in the control group was 73.16, whereas the mean score in the experimental group was 83.36. The experimental group's mean score climbed considerably. Either the control or experimental groups have a significance level greater than 0.05. The control and experimental groups were both homogenous. The results of the tests show

that the probability values were more than 0.05. Based on this information, it is possible to conclude that The ancova test was the next step taken by the authors. According to the results of the test, the significance level of ancova (0.00) was less than 0.05. This was the outcome of the exam, as seen by the authors. The writers came to the conclusion that Ho (null hypothesis) was rejected. H1 (alternative hypothesis) was accepted in the meanwhile. After analyzing the data given before, the authors found that using the Questions and Answers Relationship (QAR) technique had a considerable impact on the students' reading skills. The pupils in the control group had an influence on learning, although it was not significant after learning using the traditional teaching technique.

The writers have explained this research result by presenting some tables before. By seeing the tables, there were some conclusions. The students' reading

comprehension of SMP Swasta Methodist 9 Medan have been increased after learning by using Questions and Answers Relationship (QAR) strategy. As a consequence of this finding, the authors concluded that the Questions and Answers Relationship is a successful technique that instructors may use to promote reading comprehension. The QAR technique is now one of the suggested teaching strategies for English teachers to use.

The purpose of this study was to determine the significance of employing the Questions and Answers Relationship (QAR) technique on students' reading comprehension at SMP Swasta Methodist 9 Medan. After doing this research, the writers propose some conclusions: The post-test results from the experimental group authors revealed 22 students (88 percent) with very high scores and 3 students (12 percent) with high scores. The experimental group's mean score was likewise raised. Before learning by applying QAR strategy, the mean was 67.04. After learning by applying QAR strategy the mean was 83.36. In the pre-test, the median was 76, but after learning

by using QAR strategy, the median was 82. Prior to the therapy, the experimental group's standard deviation was 1,676. The experimental group's standard deviation was 2.084 after learning using the QAR approach. The control group's mean scores grew, albeit not significantly, whereas the experimental group's did not. The experimental group's pupils were able to gain reading comprehension by employing the QAR approach effectively. After studying with the QAR approach, the pupils felt delighted and motivated. After being given some questions by the professors, the pupils may question and answer one another. The students could discuss how to solve the problem, it mean how to answer all the questions as given by the teachers.

The authors would like to make some recommendations. To begin, the QAR technique is a teaching strategy that English teachers may use to teach reading comprehension. This method allows students to be more involved in addressing difficulties, allowing them to respond to inquiries. This QAR strategy could help the students in exploring their minds in solving a problem. This teaching strategy could maximize the students' efforts in learning English, especially when learning the reading

comprehension. Secondly, the students must be more active in learning reading comprehension. The students must be active in understanding the problems. The students. Could maximize their understanding about a problem by questioning and answering in the classroom. Third, it is advised that the following researchers investigate the use of the QAR technique as one of the relevant teaching strategies in teaching reading comprehension. The next researchers are expected to conduct the next researches. This research result can be used as the reference when doing the next research about reading comprehension.

4. Rerefences

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