The Effect Of Using Question-Answer Relationship (QAR) On Students' Reading Comprehension Abilities In Procedure Text

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Abstract. This research aims to discover how well the students' reading comprehension abilities are enhanced by QAR strategy and to discover how the students' responses to the use of QAR strategy. The population in this research were students of 10th grade SMK Ma'arif 9 Kebumen which consisted of 507 students and the sample consisted of 60 students. This research used a quantitative and data was gathered from the test result as well as a questionnaire containing 16 questions with an item scale. The test result in experimental class showed that the pre-test average was 55.6 while the post-test was 82.2. The average score of both is quite different. After hypothesis testing was carried out, the results obtained were T Score < T Table (0,000<0,05), Therefore, it can be said that using QAR has an impact on students' reading comprehension abilities of 10th grade students in SMK Ma'arif 9 Kebumen. In addition, the students also showed positive responses to the use of QAR strategy such as the students were able to mark keywords from the text to find the correct answer, the students were able to explain the information contained in the reading text, and the students said that the QAR strategy facilitated them to understand the reading text and to answer the questions. It was evident from the results of the questionnaires. Most of students stated that the QAR technique was highly beneficial and helped them enhance their reading comprehension skills.

Keywords: Reading Comprehension, Question-Answer Relationship (QAR) Strategy, Procedure Text

Introduction

Reading is the fundamental ability of reading is intimately linked to other abilities like speaking, writing, and listening (Hidayati, 2018). Reading is a skill that must be paid attention by students because in reading the students interact well

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with the text so they can obtain information from the text (Gedik & Akyol, 2022). Reading does not merely mean to understand the meaning of words or recognize new vocabularies of English but comprehends the content of written information or explicit and implicit message (Abdul Baqi, 2019). Reading can be defined as the process in which a person gets and translates a message or information from the texts involving complex processes such as word recognition, comprehension, fluency, and motivation (Chin & Ghani, 2021).

Whereas comprehension itself is the action in comprehending something, Comprehension involves comprehending the vocabulary, knowing the concepts, organizing ideas, identifying the author's goal of creating the text, making judgments, and evaluating (Afriani, 2021). Based on the above statement, reading comprehension is an activity conducted by everyone to get new information and comprehend the content of the texts (Anggraini, 2021). The goal of reading comprehension is not about deriving meaning from words or sentences, but about understanding the text (Al Aziz & Yusanti, 2020). In reading comprehension students not only recognizing letters, words, and sentences. But also, the students ought to be able to make predictions about subsequent events and how new or unfamiliar facts relate to what they already know (Concannon-Gibney, 2019).

Actually, reading is an enjoyable activity. But in the reality, the students frequently struggle to understand the reading material. Based on the interview and observation results with one of English teacher in SMK Ma'arif 9 Kebumen on November 18, 2024; at 10 a.m., most of the students in the tenth grade of SMK Ma'arif 9 were not interested in reading English books. The students struggled to identify the main idea. In addition, researchers found that. First, students were reluctant to read. Second, students struggled to recognize between explicit and implicit information. Third, they could not answer the question correctly. The problems above should be resolved so that students have no trouble again in finding the information and knowledge contained in the text. To solve the problem the researcher interested to implement QAR strategy in reading class. By using this method, it is expected is to assist the students in understanding the reading text, and in working on questions fastly and correctly. And it is expected to help English teacher in overcoming the challenges faced by students when learning the language and to develop the variety of reading teaching methods, especially in teaching english reading skills.

There are several studies have been conducted in the application of QAR in classroom, including Ummah (2019) focused on the "improving the students' reading comprehension in recount text using QAR strategy", Ningsih (2017) the researcher focused on "improving the student's reading comprehension in narrative text using QAR strategy in MAN Binjai", Soraya M (2017) focused on "the effects of QAR and Think Aloud strategies on reading comprehension ability" and Abdi (2021)focused on "the application of QAR strategy in improving students' reading comprehension of descriptive text". The differences between my research with other researchs are: First, most other researchers apply this strategy in high school while researcher applies this strategy in vocational school. Second, the other researchers apply this strategy in narrative text, recount text, and descriptive text while researcher try to apply this strategy to procedure text to address the gap.

The reseacher choose QAR strategy because this strategy applies scanning, skimming and predicting techniques (Azzahra, 2020). So, this strategy is suitable

for solving problems in students who have difficulty in understanding reading texts, difficulty in finding main ideas, and also difficulty in answering questions in reading tests. Reading comprehension should encompass both explicit and implicit information, as well as the main idea and communication purpose. Here, QAR is a useful reading strategy that can facilitate students in categorizing the questions based on the sources from which they gained the information needed to answer each question (Sholichah, 2015).

QAR Strategy

QAR strategy was generated by Raphael in 1986 to assist the students in understanding how to work on reading texts and responding to questions (Astuti, 2021). According to Muzammil (2017), Question-Answer Relationship strategy emphasizes the scanning, skimming, and predicting technique to find information. QAR is identified into two categories of questions. The first category is *in the text questions* including "right there" and "think search" questions. The step that can be taken to answer right there question is scanning and the step to answer think search question is skimming. The second category is *in your head questions* including "author and you" and "on my own". The steps that can be taken to answer author and you question is predicting and to answer on my own question is think about what you already know. The QAR strategy aims to raise students' knowledge of the information needed to answer reading comprehension questions (Arsyad et al., 2022). Students can differentiate questions according on whether the answer is in the text or in their own minds by using QAR strategy.

According to Khoeru Solihin & Muaz (2022), the procedures of using QAR strategy are:
1. Analyzing reading questions,
2. Comprehending the various levels of Question-Answer Relationship (QAR) questions,
3. Engaging with reading texts,
4. Answering questions,
5. Sharing the answers.
   According to Wulan Sari & Winona Emelia (2022) the procedures involved in employing the QAR Strategy to teach reading comprehension are:
1. The teacher introduces the Question-Answer Relationships (QAR) framework and explains two categories of questions.
2. The teacher formulates the QAR process utilizing by using a short reading passage;
   a. Reading the text and questions,
   b. Identifying that QAR's are evidenced in the provided questions,
   c. Answering the questions and engaging in discussions.
3. The teacher tries to identify the various types of questions.
4. The teacher assigns independent practice activities to the students.
5. The teacher steadily raises both the length and level of the texts.
6. The students continue to apply the QAR strategy across a range of subjects, including science, social studies, and health.

Scanning, Skimming, and Predicting

The definition of scanning itself is a reading technique that allows the readers to find specific information in the text quickly. Scanning is the process of reading slowly, intently, and selecting specific important words or phrases (Fisher, 2016). This does not mean reading word by word, but just reading carefully. Readers use scanning technique when they are looking for specific information, such as the name, the date, the places, the itinerary, the cost of items on the menu, the cost of tickets,etc (Palone Zanatta, 2021).

While the skimming is a reading technique where readers read a passage rapidly and focus on the key points (Nimah, 2022). The purpose of skimming technique is to estimate the aims of the reading text, the main idea, the text organization, the author's perspective, and also several supporting ideas (Nurdiana; Amelia, 2017).

And the definition of the predicting is a technique where readers make predictions about what they will read or what will happen next by using textual information such as headlines, titles, graphics, graphs, etc (Alfisyahrin, 2022). When delivering the material, prediction is a technique that can actively engage students in the learning process from start to finish. By using prediction technique, the students are encouraged to consider about their prior experiences related to the topic before reading about it (Anyiendah et al., 2020).

Procedure Text

Procedure text is a text that explains how to make or do something. This text is usually created by including the purpose of the activity, list of the materials required to achieve the desired outcome, and the steps to facilitate the successful completion of the task (Rahmawati et al., 2017). The aim of procedure texts is to tell the reader how to do or make something. According to Sani & Asty (2021), there are several parts of generic structure, including Goal or purpose, materials and steps.

Method

This research employed a quantitative approach and a quasi-experimental design. According to (Creswell, n.d.), Experimental research was a systematic method used to determine phenomenon of a cause-effect relationship between 2 variables. The researcher employed experimental research in order to ascertain how the QAR affects students' reading comprehension abilities.

The participants in this research were students of 10th grade SMK Ma'arif 9 Kebumen. The population of this research consisted of 507 students and the sample in this research consisted of 60 students. The purposive sampling technique was chosen to determine the sample. The researcher employed a number of criteria for the research participants, including; the class with the lowest English proficiency, the class that had previously mastered the fundamentals of reading, researcher was suggested by English teacher to use the class.

The researcher used the test and questionnaire methods in order to gather data. Test is any series of questions, task or other evaluation tools used to gauge a person's or a group's aptitudes, knowledge, intelligence, and skills (Adom et al.,

2020). The test questions were in the form of multiple-choice questions, consisted 19 questions, the kind of the text was procedure text. Whereas, questionnaires were usually employed when a large population has to be assessed or polled in a reasonably straightforward manner. In these situations, they were essential for obtaining data on the opinions of the community's members (Sharma, 2022). The function of questionnaires was to collect the data about the students' perceptions to the use QAR strategy consisted 16 questionnaires. The instrument was first tested for validity and reliability before finally being used in research.

The data analysis techniques for test results were carried out using normality test and homogeneity test. While for hypothesis testing using nonparametric test including the Wilcoxon signed test and the Mann Whitney test and for the questionnaires were carried out using percentage comparison.

Findings and Discussion

The researcher displays the results and interpretations of the data from the experimental and control classes. They include data analysis, and data questionnaires.

Table 1. Descriptive Analysis

Statistics

		Pretest kontrol	Posttest kontrol	Pretest eksperiment	Posttest eksperiment
N	Valid	30	30	30	30
	Missing	0	0	0	0
Mean		65.87	75.10	55.60	82.87
Std. Deviation		17.496	14.025	19.793	16.846
Minimum		23	46	15	23
Maximum		92	100	84	100
Sum		1976	2253	1668	2486

The table above shows that the average pre-test score of the experimental class was 55.60, meanwhile in control class was 65,87. We can make conclusion that the students' reading scores are still low in the two classes. Furthermore, the description table above also displays the post-test reading scores. The average score in experimental class was 82,87, meanhile in control class was 75,10.

Table 2. Normality Test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest A(kontrol)	.138	30	.152	.947	30	.140
	Posttest A(kontrol)	.159	30	.051	.957	30	.258
	Pretest B (eksperiment)	.151	30	.080	.906	30	.012
	Posttest B(eksperiment)	.208	30	.002	.815	30	.000

a. Lilliefors Significance Correction

The table above shows that the experimental class's pre-test and post-test significance or probability (p) values were 0.012 and 0.000 whereas the control class were 0.140 and 0.258. It indicates that the pre-test and post-test significance or probability (p) value for the experimental class are lower than the

5%significance level (a = 0.05). Consequently, It may be said that the data were not follow a normal distribution.

Table 3. Homogenity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil belajar	Based on Mean	.414	1	58	.523
	Based on Median	.477	1	58	.492
	Based on Median and with adjusted df	.477	1	55.562	.493
	Based on trimmed mean	.470	1	58	.496

According to the table above, the data based on the average value shows a significance (sig.) of 0.523 > 0.05. It means the significance value was higher than the alpha level. Consequently, it may be said that the post-test comprehension data of the experimental class and control class were homogeneous.

Table 4. Wilcoxon Non-Parametric Test

Test Statistics[a]

	Posttest kontrol - Pretest kontrol	Posttest eksperiment - Pretest eksperiment
Z	-4.437[b]	-4.711[b]
Asymp. Sig. (2-tailed)	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Asymp.Sig. (2-Tailed) is known to be 0.000 based on the above test statistical result. Since 0.000 is less than 0.05, it can be said that "H1 is accepted." Consequently,it may be be said that the use of QAR has impact on the reading comprehension abilities of tenth grade students at SMK Ma'arif 9 Kebumen.

Table 5. Mann-Whitney Non-Parametric Test

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Test Statistics[a]

	Hasil belajar
Mann-Whitney U	301.000
Wilcoxon W	766.000
Z	-2.248
Asymp. Sig. (2-tailed)	.025

a. Grouping Variable: Kelas

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The result of the Mann-Whitney test in table shows that the significance level is 0.025 <0.05. So, it may be said that H1 is accepted and H0 is rejected. It indicates that the class employing the QAR strategy and the control class utilizing the traditional model have different average posttest scores. It can be said that There is an effect of using the QAR strategy on students' abilities in reading comprehension.

The Analysis of Questionnaire

There are sixteen questionnaires below. This is used to obtain further information about students' perceptions of the use QAR strategy.

The formula is: $P = \frac{F}{N} x 100\%$

Where:

P = Percentage

F = Frequency

N = number of samples

100% = constant values

The following tables provide a detailed explanation of the questionnaire's results:

Table 6. The Percentage of Questionnaire

Pernyataan	Frekuensi dan Persentase			
	SS	S	TS	STS
1.Menurut saya membaca itu sangat penting.	14(46,6%)	16(53,3%)		
2.Saya dapat memahami makna beberapa teks bacaan.	8 (26,6%)	20(66,6%)	2(6,6%)	
3.Saya dapat menjelaskan makna dari teks bacaan.	4(13,3%)	17(56,6%)	9(30%)	
4.Saya mengetahui kesimpulan dari teks bacaan.	7(23,3%)	21(70%)	2(6,6%)	
5.Saya dapat menjelaskan informasi yang terdapat dalam teks bacaan.	4(13,3%)	16(53,3%)	10(33,3%)	
6.Saya memperoleh banyak pengetahuan baru dari penggunaan strategi QAR dalam membaca teks.	6(20%)	18(60%)	6(20%)	
7.Saya dapat menandai kata kunci dari teks untuk menemukan jawaban pertanyaan yang tepat dengan menggunakan strategi QAR.	5(16,6%)	20(66,6%)	5(16,6%)	
8.Pengetahuan yang terkait dengan bacaan sangat berguna untuk menjawab pertanyaan.	10(33,3%)	19(63,3%)	1(3,3%)	
9.Belajar dengan menggunakan strategi QAR membuat waktu saya lebih efisien untuk menemukan poin penting ketika membaca.	7(23,3%)	18(60%)	5(16,6%)	
10.Strategi QAR memudahkan saya dalam memahami teks bacaan.	4(13,3%)	22(73,3%)	4(13,3%)	
11.Jika saya tidak memiliki pengetahuan latar belakang tentang teks, maka saya akan kesulitan untuk menjawab pertanyaan.	7(23,3%)	17(56,6%)	6(20%)	
12.Saya akan membaca teks dengan menggunakan strategi QAR.	5(16,6%)	18(60%)	7(23,3%)	
13. Saya pandai memahami bacaan setelah belajar dengan menggunakan strategi QAR.	3(10%)	16(53,3%)	10(33,3%)	1(3,3%)
14.Strategi QAR sangat membantu dalam pemahaman membaca.	3(10%)	26(86,6%)	1(3,3%)	
15.Saya akan terus menggunakan strategi QAR dalam membaca teks.	2(6,6%)	18(60%)	10(33,3%)	
16.Saya merasa percaya diri dalam memahami bacaan setelah belajar dengan menggunakan strategi QAR	2(6,6%)	14(46,6%)	12(40%)	2(6,6%)
Total persentase	**302,7%**	**982,7%**	**299,5%**	**9,9%**
Rata-rata persentase	**18,91%**	**61%**	**18,71%**	**0,47%**

Perbandingan persentase	**80,82%**	**19,18%**

Notes:
SS   : Sangat Setuju
S   : Setuju
TS   : Tidak Setuju
STS   : Sangat Tidak Setuju

From the table above, the following frequency of their responses:
1. Sangat Setuju   : 18,91%
2. Setuju   : 61%
                                         80,82%
3. Tidak Setuju   : 18,71 %
4. Sangat Tidak Setuju   : 0,47%
                                         19,18%

Discussion

QAR strategy appear to have been successful to enhance students' reading comprehension skills by assisting them in considering the information gained in the text or their own prior knowledge.

The first, according to the statistics, the students' pretest and posttest results demonstrated that their scores were significantly increased after the treatment. This is the same as the research results that have been conducted by Ummah (2019), which claimed that students' reading comprehension improved and their confidence and engagement in reading learning activities increased after applying the QAR strategy. Then, the research can conclude that QAR is suitable to improve reading comprehension at all level of education and develop the critical and creative thinking in students. Furthermore, additional studies by Ningsih (2017), Soraya M (2017) and Abdi (2021) also stated that the application of QAR strategy can develop the students' reading comprehension.

The second, the majority of students approve that the QAR technique was extremely beneficial, and they want to keep using it for reading comprehension, according to the researcher's examination of the questionnaire. Additionally, the QAR technique made the students confident in their ability to comprehend what they read. Using the QAR technique, the researcher discovered that every student was attracted and engaged in reading comprehension. The finding also indicated that the students also felt that QAR strategy may help them understand what they were read. It indicated that the majority of students responded well to this method, which could assist them become more proficient readers.

Conclusion

This research aims to discover how well the students' reading comprehension abilities are enhanced by QAR strategy and to discover how the students' responses to the use of QAR strategy. The researcher came to the following conclusions about this research, namely:

Students' reading comprehension skills can be enhanced by the use of the QAR method in reading learning. This is evidenced by the enhancing pre-test to post-test scores of students in experimental class, from 55,60 to 82,87. The number appears very significantly different. It seems that utilizing QAR can improve students' reading comprehension.

Positive responses were given by the tenth-grade students of SMK Ma'arif 9 regarding the application of the QAR strategy in enhancing their reading comprehension abilities. This is proven from the questionnaire results and the students' enthusiasm in learning process. They also have an interest in adopting the QAR strategy to develop reading comprehension.

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