

THE IMPLEMENTATION OF QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY IN TEACHING READING OF NARRATIVE TEXT FOR TENTH GRADER OF MAN MOJOKERTO

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Abstrak

Membaca adalah sebuah aktivitas belajar terutama bagi siswa yang belajar bahasa Inggris sebagai bahasa asing. Membaca membutuhkan konsentrasi yang tinggi dalam mengartikan kandungan bahasa yang sulit untuk dipelajari. Strategi bertanya dapat mendorong siswa untuk menciptakan sebuah pertanyaan sehingga dapat memahami text. Namun, tujuan dan aplikasi di lapangan berbeda dengan harapan. Penerapan *Question-Answer Relationship (QAR)* adalah sebagai strategi dalam mengajar membaca. Penelitian ini dilakukan untuk mendeskripsikan penerapan QARs dalam pengajaran membaca teks naratif kepada siswa kelas X di MAN Mojokerto. QARs adalah salah satu strategi yang bersinergi dengan pertanyaan. Untuk menerapkan strategi ini, siswa membagi pertanyaan berdasarkan kategorinya dan sumber dari jawaban tersebut sehingga QARs memiliki tujuan untuk membantu siswa mempelajari bagaimana menjawab pertanyaan berdasarkan teks yang diberikan. Penelitian ini menggunakan deskriptif kualitatif. Data dari penelitian ini di dapat dari hasil catatan penelitian, interview dan pekerjaan siswa. Hasil dari penelitian ini mengungkapkan bahwa penerapan QARs dapat mendorong siswa untuk membaca dan menjawab pertanyaan. Kesimpulannya, siswa dapat memahami teks ketika menjawab pertanyaan. Siswa juga memiliki kemampuan dalam mengkategorikan pertanyaan untuk menghindari penggunaan waktu yang lama dalam menemukan jawaban. Sebagai tambahan, siswa merasa nyaman meskipun mereka harus menghadapi berbagai macam pertanyaan.

Kata kunci: *Strategi Question-Answer Relationship, Pengajaran membaca, Teks naratif*

Abstract

Reading is an activity for students especially students who learn L2 in English language. Reading needs the higher concentration deciphering the urgent contain to learn. The questioning strategy is able to encourage the students to create a question so that they can comprehend the text. However, the goal and the application in the field are not same with the expectation. The implementation of Question-Answer Relationship (QAR) is as strategy in teaching reading. This research was to describe the implementation of QARs in teaching reading of narrative text for tenth grader of MAN Mojokerto. QARs is one of the strategies which deal with questions. To conduct this strategy, students divide the questions based on the categorization and the source of the answers so that QARs has aim to assist the students learn how to answer the question based on the text given. This is descriptive qualitative research. The data are obtained from the result of observation to fill field notes, the result of interview and the result of students' work. The result of this study realizes that the implementation of QARs encourages the students to conduct reading and answer the questions. In conclusion, the students are able to comprehend the text while answering the questions. The students also have capability to categorize the questions in order to avoid spending too much time while finding the answer. In addition, the students enjoyed although they had to face a lot of questions.

Keywords: *Question-Answer Relationship (QAR) strategy, Teaching reading, Narrative text*

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INTRODUCTION

Teaching and learning are kinds of activities that can be complex and need to be noticed. Teaching can be said as a work art activity because teaching needs good preparation. Learning involves the activities of students which encourage using their prior or background knowledge. Students must discover great value about what are being learnt and have motivation to solve the problem (Slavin, 2000: 218). Students at different level have some significant problems because there is no instruction to stimulate their learning process.

Learning language cannot be separated from four skills such as listening, speaking, reading and writing. Master all skills can help the learner to confront the English as the foreign language in Indonesia. In order to master English, the students must apply reading as their key to get knowledge. Efficient reading before starting reading is must, knowing why they read the text (Abbott, 1981: 83). Reading comprehension is needed to achieve the goal of reading. Questioning is one of the reading strategies which can be practiced with texts including answering literal, inferential and evaluative questions. The questioning strategy should encourage the students to create a question so that they can comprehend the text.

Creating and preparing a question can be very difficult especially if the students do not have a strategy which assists to modify it. In contrary, answering the question itself needs little or much effort to be solved. According to the types, there are explicit and implicit questions. Students must have strategy to recover the problem while reading and answer the questions based on the text given. One of the reading comprehension strategies that the writer discusses is Question-Answer Relationships (QARs) which deal with question. Students can use the following QAR question types to analyze and answer questions.

There are two categories in Question-Answer Relationship (QAR) strategy as the following: *In the Book* and *In the Head*. *In the Book* is divided into two: *Right There* and *Think and Search*. *Right There* is a question in which the answer takes place in one paragraph even in one sentence of the text. *Think and Search* is a question which the answer is found in more one place because it takes place in several sentences in the text. *In the Head* is divided into two which are *Author and Me*, and *On My Own*. *Author and Me* question is the question in which the answer can be found both come from the text itself and the student's prior knowledge or experience. The answer is not provided by the text or explicitly. However, the information related with the

question in the text can be the sources to answer the question. *On My Own* is a question in which the answer is not in the text because the text does not provide the information. The answer entirely comes from the student's prior knowledge.

There are some procedures that must be conducted while using Question-Answer Relationship (Raphael in Crist, 2002: 5-6).

- 1) Teacher introduces the strategy about Question-Answer Relationship which is "In the Book" Question and "In My Head" Question and explains those to the students.
- 2) Teacher demonstrates the QAR strategy using a short reading passage. Teacher gives many examples to train the students using QAR.
- 3) Teacher asks the students to read the text and also the questions. Guide the students to apply the QAR strategy in order to answer the questions.
- 4) Students try to use the QAR strategy with their friends in small group with another text. After they can use the strategy well, try them to use it individually.

One of the texts that the researcher will concentrate on is narrative text. The text is taught by the teacher in tenth graders. The narrative text is a text which tells about a story and, in doing so, amuses or informs the reader or listener (Mark, 1997: 8). The structure of narrative text consists of orientation, complication, sequence of events, resolution and coda/moral value. Raphael (1986) said that QAR strategy is to help students and teachers start to share the information through creating the relationship between question and answer so that they know how questions are designed.

The researcher would like to conduct research in MAN Mojokerto who has been implemented Question-Answer Relationship (QAR) strategy to teach reading in tenth grader. However, while learning reading in MAN Mojokerto especially while learning narrative text, the students often feel that it is difficult to answer the questions based on the text and by implementing Question-Answer Relationship (QAR) strategy the students can answer the questions well.

Referring to the background of the study above in this research, the researcher formulates the research question to highlight the research what terms will be conducted.

1. How is the implementation of Question-Answer Relationship (QAR) strategy for teaching reading of narrative text for tenth-grader of MAN Mojokerto?
2. How is the students' response after the implementation of Question-Answer Relationship

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(QAR) strategy in narrative text for tenth-grader of MAN Mojokerto?

3. How is the students' reading ability in comprehending Narrative text toward the implementation of Question-Answer Relationship (QAR) strategy for tenth-grader of MAN Mojokerto?

RESEARCH METHOD

This was a descriptive qualitative research to obtain the data. Research design is researcher's plan to get the data of the field to be observed by the researcher (Ary et al, 2006: 426). The research was to observe the implementation of Question- Answer Relationship (QAR) strategy to teach reading of narrative text.

The subject of the study would only focus on reading activity in X-3 of MAN Mojokerto. Considering the focus on the research, tenth grader students were the most appropriate participants because this grader received the narrative text in second semester. The X.3 class was chosen based on the teacher's consideration and suggestion that this class was very active and attractive while receiving the English subject in the morning so that they were still fresh to receive the material. The amounts of the students are 40 students, 11 boys and 29 girls

The data of the study was collected from the result of the observation to answer how the implementation of Question- Answer Relationship (QAR) strategy to teach reading of narrative text. The instruments which the researcher used were field note, interview, and students' work. Firstly, the data were obtained by using field notes. All the teacher activities in the classroom were observed and were written by the researcher. Secondly, the researcher used an interview. The researcher asked about the teaching and learning process in the classroom while using Question-Answer Relationship strategy. The data was taken from students' answers or opinion about the implementation of Question-Answer Relationship (QAR) strategy in classroom. Thirdly, the researcher used students' work as the result from the QAR chart. The result were counted and explained descriptively.

The research was conducted in two times which were on Saturday March 14th and Wednesday March 25th. In collecting data, the researcher took part as the observer in the classroom. The data were collected through non-participant observation. The observed activity would provide data for filling field notes about the implementation QAR strategy in reading activity of narrative text for tenth graders. The researcher

interviewed five students about the process of learning by using the QAR strategy. In the last stages, the researcher collected the data from students' task of QAR chart. The student's task figured out the students' ability in reading activity using QAR strategy. There was a text and questions. The students categorized and answered the questions based on the text given according to the QAR types in QAR chart.

Data analysis is needed to analyze the data connected with the research questions. According to Ary (2006: 482) that there are three stages of qualitative data analysis: organizing and familiarizing, coding and reducing, interpreting and representing.

RESULT OF THE STUDY

The Implementation of QAR Strategy in Teaching Reading of Narrative Text

According to the result of observation, it can be concluded that QAR is one of the strategy which is helpful for students not only to answer the questions but also understand the text effectively and efficiently. The teacher had implemented all the procedures of QAR strategy based on Raphael in Christ. Each of meetings was started with greeting the students and checking the attendance list. The teacher started with a warmer activity in first meeting such as game. The aim was to refresh the brain before receive the lesson. For the second meeting, the teacher directly went on to the teaching and learning process.

During the implementation of QAR strategy to teach reading of narrative text, the teacher did all the procedures stated by Raphael in Crist. There were three stages in teaching reading. They were pre reading, whilst reading, and post reading. Those are in line with Abbot et.al (1981) theory. In pre reading, the teacher introduced the QAR categorization one by one to the students in order to be familiar with the rules before they used it in reading activity. According to Moreillon (2007:62), QAR strategy asked the students to classify the questions by the source of their answers. It could be question literal which the answer found in the specific place in the text. The question could be inferential which was found by combining the information in the text and the background knowledge of the reader or was the questions evaluative or creative level which make a judgment or state an opinion. The containing of slide show had been effort to be understandable. The slides had been completed with images for each type had helped students to imagine the strategy would work with. The teacher demonstrated the strategy with the example given from slide show in

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narrative text. The students could understand well the strategy. It is in line with the theory stated by Klinger which adapted from Walsh and Sattes (2007: 110) that identifying the purpose of the questions is consider classroom goals and skill. For example, question can be designed to motivate and engage students, check for understanding, review for a test, cue students to important content, reinforce knowledge, formulate and listen to new points of view, allow students to transfer learning to other situations. And after that, the teacher divided the students into several group. The teacher gave the narrative text. The text was included with some questions which were used to conduct QAR strategy. Then in whilst reading, the teacher was given task. At the end, the teacher gave feedback and asked the students' opinion about QAR strategy.

In whilst reading, the teacher asked the students to categorize the questions and then answered the questions in QAR chart. The students were trained to learn about questioning. It is in line with the theory about strategy of reading comprehension stated by McKenzie in Moreillon (2002: 59) recognized there is a category named "strategic questions," which increase reader's understanding of a situation at the present time based on information or experience of the own thinking. Then, the teacher and the students discussed it together. The teacher's role in giving strategic questions must be drilled anytime with the students so that the students could empower the competence in learning process. The students could share the experience too while it was needed to build learning from other partner or friends in the classroom.

From the discussion above, it could be conclude that QAR strategy was successfully implemented by the students in comprehending the text. Moreover, by implementing QAR strategy in reading the students could understand well the text because the questions had represented the contained of the text itself. Based on the explanation of Clay cited by Whitebread (2000: 165) that reading is an activity which is involved all sorts of mental processes that make the reader can recognize the written words and the meaning of the text, containing of media text and technology. Reading can help the reader with the social understanding as a range of recognizable, meaningful, and different activities. But there was one thing that was criticized as the inappropriate point. The teacher used QAR chart only in second meeting so the students did not know the relationship while doing the exercise.

The Students' Response toward the Implementation of QAR Strategy

Interview was conducted after the implementation of QAR strategy. The questions were related with the implementation of QAR strategy, the advantages using QAR and the difficulties in implementing QAR strategy. Based on the result of interview given, for the first question, most of the students were enthusiastic to know the strategy of QAR. It could increase their knowledge in order to answer the questions efficiently and efficiently. It is in line with the theory by Raphael (2006: 11-12) that QAR as student-centered literacy can help the students how to answer the questions require. They paid attention for each activity which the teacher gave. Most of the students agreed that the strategy helped the students to understand the text, especially reading narrative text. They knew where the answer of the question took place or they had to use their own background of knowledge to decide the best answer. It is in line with the theory by Raphael (2006: 11-12) that time consuming is more effective and efficient because they know what should do to find the answer.

Teacher was helped to guide the students learning and can encourage using higher level thinking. However, the implementation of QAR strategy had to have obstacle. There was a students felt difficult to follow the strategy because basically there was no interesting point of view about English. She was confused to decide the category of the questions or when they had to think the information through the text. Using this strategy needs a lot of practice and drilling to comprehend the text. Thus, students must conduct reading often and teacher must provide the lesson in more time.

The Students' reading ability after the implementation of QAR strategy in narrative text

Reading comprehension can impact for the students understanding about what have the students learn what they read. Stated by Klinger that reading comprehension is the process how the reader can determine the meaning through word reading, word and world knowledge, and fluency (2007: 2). It means that there must be follow up after reading a text. Thus the students could conclude that they have gotten the knowledge from the text. According to Smith 1969 that reading comprehension occurs at four levels of complexity. Those levels are literal level, inferential level, critical level, and creative level. Questioning is one of the reading strategy which can be practiced with texts including answering literal, inferential and evaluative questions. One way to approach questions is by QAR strategy. Narrative text can be learnt using QAR strategy.

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Implementing QAR strategy, the students can follow the procedure to decide the questions based on the types. The result of the discussion is in group. They have trained to use QAR strategy in group in order to study each other and also share the difficult things that were found. The students could make relationship between questions and answer. Thus the students would understand the meaning of the text. Based on the students' work result, it could be seen that there was two groups who had very good result since they used QAR strategy. The students could make relationship between questions and answer using QAR categories in QAR chart. Thus, they could answer the questions correctly. On the other hand, there were five groups had good mark and one group had fail mark. In fail group, they still could not categorize the question and answer the question correctly. In conclusion, there were many groups were success in implementing QAR strategy. Moreover, using QAR strategy helps students to answering the questions efficiently which in line with Moreillon (2007:62) that QAR strategy asked the students to classify the questions by the source of their answers. But in a case, the members of the groups were not suitable amount because it could not be avoided that there was/were student/s that ignored the responsibility while doing the exercise. Thus, all the students could focus with the material rather than chatting with others outside the topic of learning. In terms of content, the students wrote the answer still in little mistake about the structure, but the idea still could be received and understood.

From the discussion above, it can be inferred that implementing QAR strategy in reading of narrative text can help the students to answer and understand the text well. Working together with the group is also good combination to decide whether the students have understood the strategy or not. The discussion was in line with Raphael (1986) that QAR strategy is to help students and teachers start a shared language for creating the relationship visible and for talking about subject how questions are designed to function.

CONCLUSION AND SUGGESTION

CONCLUSION

Based on the result of the data analysis which is collected by field notes, interview, and students' work, the researcher concludes that QAR strategy is relevant strategy for the students in reading narrative text. The teacher introduced the strategy to the students in first meeting. Then, the strategy was demonstrated using narrative text with QAR chart, so that, the students could

apply it well. The students should be made custom to apply the strategy frequently in reading classes. The implementation of Question-Answer Relationship (QAR) strategy in reading of narrative text could improve students' reading ability and while answering the questions. The students found the answer more easily in the text.

The students have positive responses toward the implementation of QAR strategy in reading of narrative text. The students stated that QAR strategy was fascinating strategy because it could help them to answer the question using less time consuming. Thus, they could find which part of the text could be the place for the answer for each question and did not need to read all the text for starting. There were only few students who still did not know how to categorize the questions.

The students' work in reading comprehension after the implementation of QAR strategy showed satisfied result. Most of the students could do great result of work while doing the assignment showed in QAR chart. The QAR worksheet in a form of chart could be done and answered correctly. However, there was one group who could not categorize the questions correctly. They still had not known the keywords for each type of the questions because it could help them to find the answer where took place in the text.

SUGGESTION

Based on the result of the data analysis and the conclusions above about the implementation of QAR strategy, the researcher gives the following suggestions as follows:

1. The Students

The students can apply the QAR strategy as the way to understand the text better so that answering the questions spend less time consuming in reading activity. Thus, the students must train the capability to use QAR chart in order to answer the questions more easily especially in final examination. Even though the students do not use the QAR chart for test because it will take much time, they have known to use the strategy to answer the questions.

2. The English Teacher

The teachers should introduce the QAR strategy to beginner students and train the students to use it frequently to make them familiar with the strategy and its application. The teachers should have good creativity to create new innovation in teaching. The QAR strategy is very suitable to be implemented for

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the third grader who will conduct final examination. It can help them to answer the questions easily.

3. Other Researcher

This research studies about the implementation of QAR strategy in teaching reading. For other researcher, it is recommended to do other research on the implementation of QAR strategy for other application and context. It is also suggested to use other text besides narrative text.

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