



**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) PGRI BANGKALAN**

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QUESTION – ANSWER RELATIONSHIP (QAR) STRATEGY USED IN TEACHING READING COMPREHENSION II FOR UNIVERSITY STUDENTS Siti Maria Ulfa e-mail:

mumun_pasca@yahoo.co.id Abstract: This study was conducted to overcome the difficulties reading comprehension and encourage the students to actively participate in the teaching learning process through Question-Answer Relationship (QAR) strategy. This study refers to the types of questions "Remember", "Think", and "Own" to help students answer level of questions.

This study was designed for qualitative research in which the researcher (acted as the observer) and done to the 37 students of the second semester who took Reading Comprehension II. Each type of question helped the students to think the answer from the easiest to the whole content of the text. Moreover, they had such a good sequence in answering and comprehending the whole text.

Keywords: Reading Comprehension, Question-Answer Relationship Strategy
Abstrak: Penelitian ini disusun untuk mengatasi kesulitan mahasiswa dalam mata kuliah Reading Comprehension dan mendorong mahasiswa untuk berpartisipasi secara aktif dalam proses belajar mengajar melalui penerapan strategi Question-Answer Relationship (QAR). Strategi ini mempunyai empat jenis pertanyaan yaitu "Remember", "Think", dan "Own" yang dapat membantu mahasiswa menjawab setiap level pertanyaan.

Penelitian ini merupakan penelitian deskriptif dimana peneliti bertindak sebagai pengamat dan dilakukan terhadap 37 mahasiswa yang mengampu mata kuliah Reading Comprehension II. Keempat jenis pertanyaan tersebut sangat membantu siswa dalam menjawab pertanyaan dari level termudah dan kemudian terhadap keseluruhan isi teks. Lebih daripada itu, mereka dibantu oleh jenis pertanyaan yang saling berurutan dalam

memahami keseluruhan isi text.

Kata kunci: Reading Comprehension, Question-Answer Relationship Strategy
Introduction English is taught in Indonesia from elementary school level up to university level due to the reason that Indonesian people are required to master four skills of English, namely reading, listening, speaking and writing. As a means of communication, language itself has two forms based on the way how it is expressed.

The forms are oral language and written which can be understood through listening and written language can be understood by reading something (Harmer: 1996:7).

Concerning to the reading skill as a way to obtain information, it Jurnal Pendidikan Volume 7, Nomor 2, Desember 2015, hlm 179 - 191 180 should be highlighted that the process sometimes to be so difficult for the reader in obtaining what a text talks about.

For students of universities or colleges, proficiency in English particularly in reading skill is generally assumed to be essential for a successful study due to the reason that most of good academic textbooks in Indonesia are still written in English. According to the result above, the researcher compares and concerns to a basic thought that reading skills of the students at university level are still far from satisfaction.

In line with this case, the convergent with the university students' intention their reading skills are not yet adequate to experience most reading task, and therefore their reading skills need to be improved. It is said that the essence of reading is comprehension. The main goal of comprehension is to make the students conscious of the reasoning employed by self-regulated readers. However, it is in line with what Burns et al.

(1996:207) stated that the objective of all readers is the comprehension of what they read. Based on the necessities of reading comprehension skills at university level above and the fact that its instruction is outside the whole system of instruction, the English Department of STKIP PGRI Bangkalan offers a syllabus that is hopefully relevant to the needs of content standard on the basis of the centralized curriculum guidelines. The main component of the syllabus concerns with the four language skills and components.

This research conducted in Reading Comprehension II due to it focuses on providing theoretical knowledge which refers to topic, main idea, topic sentence, and concluding paragraph as well as understanding the context and content through explicit and implicit meaning using skimming, scanning and building powerful vocabulary.

Furthermore, Reading Comprehension II provides the students a chance to understand

reading for full understanding, and restatement and inferences by using various types of reading selection materials. It was found that the habit of reading in Indonesia as a whole is still poor. This phenomenon, based on the field observation, also happens with the students of English Department of STKIP PGRI Bangkalan.

As a result, the students got difficulties to comprehend Question-Answer Relationship (QAR) Strategy, Siti Maria Ulfa 181 hend texts well. Students' - ments are low in Reading Comprehension II class. This problem probably came from some aspects and they are as follows. First, **most of the students** had low motivation to read. They just read texts if the lecturers asked them. Only some of them were active in reading texts by themselves.

It seems **that the students did not have** sufficient habit of reading. Second, **most of the students** were not enthusiastic and passive. They usually just listened to lecturers' explanation. Only some students took part in the teaching-learning process. That is why the passive students just rely mostly on the lecturer's explanation and the responses of the active students.

And last but not least is that **the strategies in teaching reading comprehension** still set the lecturers the center of teaching learning process. The strategies that the lecturers applied were more lecturer-centered and conventional in that the reading materials are only read either by the lecturers or the students in the class, and afterwards, **the students were asked to answer the questions** to measure the students' understanding on the texts provided. Between questions and answers.

Furthermore, Roe et al. (1995:107) state "QAR focuses on processes for generating answers to questions and on the relationship between questions and answers. Students are encouraged to think of sources for answers to questions. QAR strategy **allows students to understand their thinking processes and develop their metacognitive abilities.**

In **line with Vacca and Vacca** state that the type of question asked to guide comprehension should be based on the information readers need **to answer the question.** Therefore, teachers must **help students become aware of** likely sources of information as they respond to questions (1996:59). In this study combines QAR strategy and cooperative learning based on two basic considerations.

First, QAR strategy is considered a good strategy of teacher to improve the students' goals. Second, the essential feature of cooperative learning is that the success of a student helps other students to be successful as they help each other in discussing **different types of questions** to be answered and solve the problems they encounter in comprehending texts.

Jurnal Pendidikan Volume 7, Nomor 2, Desember 2015, hlm 179 - 191 182 Basically, QAR provides four levels of questions to indicate how each question is related to the text as follows: first is Right There! (The answer is found in the text. The words in the questions can usually be found in the same sentence with the answer), second is Think and Search! (The answer is in the text, but the words are probably not in the same sentence.

Read the text; look for ideas that can be put together, and think about what the author is saying), the third is The Author and Me! (The author provides ideas and makes students think, but connections to students' ge re eded answer the question) and the last is On My Own! (Students must apply their own knowledge and what has been learned to answer the question). Method Research Design This study was a descriptive qualitative study.

Qualitative research is research studies that investigate the quality of relationships, activities, situations or material (Fraenkel and Wallen, 2006: 430) . Qualitative is a research procedure which produces descriptive data in the forms of written or spoken from respondents (Fraenkel and Wallen, 2006: 429) and as addition, qualitative research must be natural, descriptive, process-oriented, inductive, and meaningful. Qualitative data is in the form of words rather than number.

Therefore, the result of the research is in the form of description and interpretation of some phenomena that exist during the research. In conducting the research, research design plays an important role in obtaining the data. It is the way infor- mation gained from the subjects. This research investigated the reading comprehension process where Question and Answer Relations are used in classroom based on the research questions and the objectives that have been discussed in previous chapter.

Research Finding and Discussion Research Finding The Question Type of QAR " Right There "Usedbthe Lecturer This kind of comprehension is an act of acquiring information that is directly stated in a selection. It is also concerned with the facts and ideas that are directly stated in the reading content. ight " question is in the same area which is requires readers Question-Answer Relationship (QAR) Strategy, Siti Maria Ulfa 183 to go back to the passage when they are eager to answer the question.

On the other hand, in this first part of how teacheused iTquon the writer tends to present how each question was delivered to the students in order to help them in figuring out the text. It is already clear enough to distinguish this kind level of questions. As it happened in the classroom, the teacher was easily able to deliver some questions which were included into "Re" quon typ The lecturer :Hmmm, perhaps as a bit question

tentang kata-kata sulit? (Difficult words) The students :Oooo banyak The lecturer :Which one? Which paragraph, first paragraph? The students :Cge" Here, the teacher before going to discuss the questions with the students, he tried to ask his students some difficult words.

It seemed like the teacher also **wanted to try to** test the students how far they understand the meaning of some difficult words first. By asking this kind of question, the teacher expected the students to be aware to a particular word that is not quite familiar for them. While the students were reading the text, the teacher was also asking them to find out difficult words that they did not know before.

By doing this activity, asking for and finding out the difficult words from the text helped the students in understanding the text faster before the teacher ask some question types. Going directly to the main activity dealing with the use of question types in QAR strategy, the first question type that was used by the teacher was Right There question.

This kind of **question does not require** the students to think hard because the questions use the same words from the text and the answers are **there in the text. The** entire thing needed is only how **the students understand the** questions delivered by the teacher. There were some questions that can be included to Right There question and the responses toward it. The lecturer : Good. Okay students, let us talk about the text.

So, the first question, did people use petrol in the second world war? The students : Yaaa The lecturer :Jelas ya jawabannya. In this session, the teachers asked the question to the students directly taken from the text and use the words tt. and - Jurnal Pendidikan Volume 7, Nomor 2, Desember 2015, hlm 179 - 191 184 tion was used in delivering Right There question.

The students directly answer the question by using yes or no answer without adding some reason. It was clear enough that in this first question, the lecturer and the students agreed each other. The Question Type of QAR " Think and Search " Usedy the Ler The second question type is "Think Sch" uesti Basi- cally, this type of question is not rather different from ight e re" questi What makes these two kinds of questions different is only the use of other words.

The **answer is in the text but** the words are probably not in the same sentence. This kind of question tended to make students think harder than the previous questions. Let the conversations happened in the classroom become a good description how and earch" questi well delivered by the students to help the **students to figure out** the text well. The lecturer :What is actually **the main idea of the second paragraph?** What is the

main it is not really difficult because you can find it there.

The students :Hmmm, talk why Sally sad, Sir. The lecturer :Okay, could be like that, why can't cut down all out trees to make gas? The students : Dangerous Sir The lecturer : Now, How can tides make electricity? The students : Put it in the river "Think S" on demand the students to think again what is not explicitly stated.

It deals with the use of words which are not stated in the text and the answer also do not use the same question like what it has already stated in the text. The questions above demanded the students to find the answer in the text but when they have to state the answer, they used their own answer. It clearly seen on the conversation, it was rather difficult for the students to use and arrange the answer by using their own words. The answers were quite short.

In answering the main idea from a paragraph was not easy. The students needed to go back to the passage and tried to make their own sentences. It also happened at the same in this situation below (on the second meeting for different text theme): The lecturer :Hmmm, okay for the first quest, why did sally go to university? Ya raise your hands The student :Hmmm, because she wants to be a doctor The lecturer :How do you know? In which paragraph is that? Question-Answer Relationship (QAR) Strategy, Siti Maria Ulfa 185 In this case, the lecturer delivered asked the students for a reason why a person did something.

On the other hand, the students did not reply well to these questions. It was more complicated actually for them to find out the answers due to the need to go back to the passage. The lecturer might give more time for the students to read the text in order to be more ready in answering the questions from him.

The Question Type of QAR " The Author and Me " by Lecturer Another important level of comprehension is inferential comprehension. It goes along with what "Author uestit Regarding to name of the question, it is implied that actually this kind of question needs to derive answer which is or are implied rather than directly stated. Here, teacher was so carefully in delivering question to the students.

The questions might cover what the author tends to have the reader understand. It is realized or not, an author wants to give something implicitly taken by the reader. Hence, teacher should try to make implied sentences to be a question. Here are some questions appear and goe "Author and Me" questi The lecturer : Fine, so what is based on the positive and negative of source of energy what Fitri already mentioned? What do you think best source of energy which we can use for our future? It is based on the text and

there is also required your own opinion.Ok so **what do you think** of the best source energy for our future yes please? The student : Hmmm (Thinking) we can use bicycle to lessen the petrol The lecturer : That is good answer.

That is not a precisely answer my question well she think about her opinion about bicycle that is not energy that we need, we need only require our own energy we do not get it in nature. short answer!... **The Author and Me** question type is an inferential comprehension. It is all deriving from implied meaning **rather than directly stated.**

The main distinction is located in how the readers connect the ideas to the author implies meaning which related to the facts, generalizations, definitions, ideas, cause-effect relationship **that are not directly** stated. It rather shows inter-pretative comprehension. From the interaction above, the lecturer delivered several questions that demanded the Jurnal Pendidikan Volume 7, Nomor 2, Desember 2015, hlm 179 - 191 186 students to find the ideas based on what the author actually stated.

The questions basically were coming from the text, but the answer need to connect what actually the author wants to state. The lecturer delivered some ideas to help the students to come to the main point but again, the students seemed hard to answer the questions. The Question Type of QAR " On My Own " Used by Lu For this last type of question, "On y " was most suitable type of question that was given to the students.

By asking **these kinds of questions** to the students, the teacher try also to evaluate something go beyond the lines. The teacher was easily engage the students with questions which were easily answered by his students. Basically, the teacher might ask everything he wanted to investigate from the students.

Due to its answer not coming from the text, the teacher was freely to go deeper to what student's known their knowledge. The examples can be read here: The lecturer :Kalau someday kalian ingin menciptakan kendaraan canggih, pengennya buat apa? New invention tapi ya The students :Mesin pembuat PR, Sir.. This kind of question might be classified into a good question and appropriate to be delivered to the students of university level.

The questions can be answered by using students' ground their based on the related topic. In delivering the questions, the lecturer could not use a haphazard or out of the topic. It should be good related to what the text talked about. It requires students **to read beyond the** lines.

Like the conversation above, the question require students to think creative dealing with

the new invention in the world. They could easily answer the question without being restricted by the lecturer or anyone who heard it. Discussion. "RightTere" estionTe tage in Reading Comprehension II Class This part covers the discussion on the implementation of QAR strategy in reading comprehension, which was successful incre students' reading comprehension skills.

It stands to reason to conclude that the strategy was effective in the teaching-learning process based on the findings that had been explained in the previous section.

Question-Answer Relationship (QAR) Strategy, Siti Maria Ulfa 187 The strategy helped the teacher and also students identify different levels of questions and the relationship between questions and answers. Based on the teachequestiit helped the students find the location of the answer of each question.

Coe and Glass (Online) states that QAR strategy helps students realize the need to consider information in the text and that from their own background knowledge.

Therefore, teachers should also discuss sources of information as the students respond to questions. Basically, the strategy could be applied in reading activities. The fact that this strategy could be given in the three stages indicated that questioning activities were flexible (Cahyono, 1992:73).

The three stages here are only indicating the right time for the teacher in delivering the question. Some activities as predicting, previews were done by the teacher and it into vatstudents' a relate to the subject or type of the text (Burns et al., 1996:225). The y the eachused i Therequestiin ing readin comprehension II class was clearly effective enough in gaining students comprehension in the early reading activities.

This kind of question is basically a literal comprehension that concerns with the facts and ideas that are directly stated in the reading content. Here, the teacher delivered some questions that were easily understood by the students. Regarding to exon "RThe question, asking by using wh- question and directly use the text (Burns et al.,

1996:255) " Tinkan earchQu yp Stage in Reading Comprehension II Class The second type of the question "Think SarchItis ilto "RTh" oThe y distinction is located on the words use. From above,the and S ons s rather different. The teacher tended to make a sequence question. The meaning is when teachedelied and Squons, followed by asking them the reason why the students answer the question.

"Think Sarchqustiis dealing with inferential comprehension. Asking reasoor ent toward plimeanin rather than directly stated. The students had to go deeper to the text. It required the students to think and back again to Jurnal Pendidikan Volume 7, Nomor 2,

Desember 2015, hlm 179 - 191 188 the passage in order to response to the text well. Due to the less of and interest comprehending to the questions, the students again and again read the text until they found the correct answer.

It is in line with some factors which affecting reading comprehension. One of the factors is the reader themselves. A good reader is someone who can maximize their schemata, skill language, and reading strategies. They usually have interest and eager to know the contents (Burns et al, 1996: 209). The teacher can help them faster to comprehend the text.

The bottom-up can be a good way in helping them. The r "Rght here" esti emphasizes on the printed symbols which is nit explicitly stated. Here the students should be aware to the word identification, sentences, recognize the printed symbols and can use their linguistic proficiency to process it into meanings (Roe et al, 1995: 5) "ThAuthan Qu Type Stage in Reading Compre- hension II Class The rd on ype s Author Mequestin.

kind questions is dealing with evaluational comprehension. It requires the students to have comprehension and connect **their prior knowledge to** promote new ideas or opinions. The result in Reading Comprehension II class shows that the use of this question type was quite significant.

One of the main purposes of asking this question to the students **is the ability to** comprehend and connect what actually the author talks about. Reading deals with decoding where a reader tries to understand what a writer has put in the text. In answering this question type, the students have to relate their prior knowledge.

The teacher in this occasion should moti- vate the students to be active in the reading process because reading is as a highly complex act that consist of two major components: a process and a product (Burns et al, 1996:5). A daily activity in reading comprehension is closely related to how the students working with process of reading and producing product.

Providing a good text must be a good consideration by a teacher of reading comprehension class. The products itself is all about the comprehension. The texts used in this reading Com- prehension II class were short enough. The texts consisted different theme and not all of them met their needs. The texts were readable due to its shortness.

Question-Answer Relationship (QAR) Strategy, Siti Maria Ulfa 189 **On the other hand,** the teacher should include other reading materials like newspapers, magazines, other reference books in order **to take into account the** students to the different type of the

students and meet their interest to get maximum comprehension (Roe et al, 1995:75).

Using only one reading book is not quite effective to ask the students to come into discussion because they need to be exposed more to other reading materials. "On My nQu ypS in Reading Comprehension II Class This is the last question type. It is quite appropriate to be asked and used in university level. Actually, this kind of question was dominantly used by the teacher although the question delivered was the same. A same question did not mean has same responses.

It can be seen from the talk transcription between the teacher and the students. The most communication happened in this session. **The students did not** need to go back and think hard **to answer the question.** They have their answer, opinions and comments. This is an example of creative reading. It requires students **to read beyond the** lines. The teacher may ask everything but should have a significant relation to the text itself.

From the students responses toward teachequestiindithat ye eager to work with the outer part of the text itself. Here, they used their visual representation. The students are also free to make evaluation by making judgment about the value of ideas or Conclusions Based on the results of the data analysis, it was shown that the implementation of the strategy helped the students to identify different levels of questions and relationship between questions and answers.

It helps both the teacher and lecturer to go side by side of the text to comprehend the whole tex "RThere"questiwas used as the opening after the students read the text. It also followed directly askingthem Think Sarch question. Both of these questions are correlated each other, so the teacher directly used it in sequence in order to make the students not to be confused to response to the questions. Although the teacher should be repeated the questions several times, it was not a big matter because the questions were in spoken way.

Meanwhile, the "Autand Me' on ype, ter I Jurnal Pendidikan Volume 7, Nomor 2, Desember 2015, hlm 179 - 191 190 required the students to know the main idea or what were actually the texts talked about. It was confusing enough for the students to answer because they had to **go back to the passage and** used their knowledge to know what is actually stated impliedly.

On the other hand, the last question type of QAR, "On y wn" my in making discussion with the students. It was so easy for the teacher and the students to interact trough the questions given. It should be highlighted that for university level, the students are highly demanded to expose themselves to many kinds of reading texts.

They have to be creative reader who can easily catch the point of the writer in order to comprehend the texts better. Regarding to the use of written question in reading comprehension II through the use of this QAR strategy indicate that the result between what is spoken and written are not rather the same although the main idea is similar. Reading is a receptive process which the product of it cannot be seen.

It was only as a medium for the teacher to make sure that the students were involving in reading comprehension class II well. References Burns, P.C., Roe, B., & Ross, E.P. 1996. Teaching Reading in T Elementary Schools. Boston: Houghton Mifflin Cahyono, B.Y. 1992. The Questioning Skills of Reading Teachers. TEFLIN Journal, V (1):69-83. Cahyono, B.Y. & Widiati, U. 2006. **The Teaching of EFL Reading in the Indonesian Context. The State of the Art.**

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