


Question and Answer Relationship Strategy (QAR): Elevating EFL Students' Reading Comprehension

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A B S T R A C T

Reading comprehension still became a problematic competence for some EFL students in High School level. Many scholars have implemented various cognitive reading strategies. Thus, the objective of this research is to explore whether or not the implementation of Question-and-Answer Relationship Strategy (QAR) can boost students' reading comprehension of eleventh grade of SMA Negeri 1 Sindue. Narrative text in terms of local folklore was focused on this research and limited in literal and inferential level of understanding. A quasi-experimental research design was utilized. The researchers applied a random sampling technique and selected XI G as an experimental class with 22 students and XI C as a control class with 22 students. Then, tests were used as research instruments which consisted of pretest and post-test. Furthermore, the researchers used SPSS (Statistical Package for Social Sciences) 29.0.2.0 to analyse the data. The data prove that the mean score of the experimental class was higher than the mean score of the control class. In addition, the result of sig. (2-tailed) is lower than 0.05. Therefore, it can be indicated that the hypothesis is accepted. Thus, this research concludes that Question and Answer Relationship Strategy can effectively enhance the students' reading comprehension of eleventh grade of SMA Negeri 1 Sindue.

Keywords: *Inferential, Literal, Narrative Text, Reading Comprehension, Question and Answer Relationship Strategy (QAR)*

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INTRODUCTION

Reading skill plays a critical role in supporting EFL students in English learning. Through reading, students can acquire information and broader insights. Therefore, reading requires comprehension. It involves cognitive processes in terms of attention, perception, memorization and interpretation (Ramirez-Avila & Barreiro, 2021). The point of a reader toward a text is defined as reading comprehension (Gaffar et al., 2024). Reading comprehension is the process of both extracting and building meaning through active engagement with written text (Erdiana et al., 2017). Thus, reading comprehension refers to the ability to understand, interpret, and derive meaning of written texts.

In the context of senior high school level, students are expected to comprehend a variety of text types, such as narrative, descriptive, and expository texts, as outlined in the *Merdeka* curriculum. The primary objectives of comprehending reading text include identifying general and specific information, understanding main ideas both explicit and implicit and interpreting words, phrases, and sentences within their contextual meaning. Nevertheless, many students still struggle to comprehend texts effectively, which is also the case among the students of SMA Negeri 1 Sindue.

Several issues related to students' reading comprehension at SMA Negeri 1 Sindue had been identified. Limited vocabulary causes difficulty for students to understand key words or phrases in the text, and traditional teaching strategies typically instructing students to read a passage and then answer questions without offering sufficient explanation or guidance make students passive to engage in critical reading independently. Thus, the effective strategies are needed to bridge students to achieve their learning goal in reading skill

To address these challenges, the researchers are interested in introducing a strategy namely, Question and Answer Relationship (QAR) strategy. It was initially proposed by Taffy Rhapsael in 1982 with introducing two approaches in making and answering the question namely in the box (text Explicit) and in my head (text implicit). In the box involves right there and think and search question types. On the other hand, in my head consists of author and me, and on my own question types. In this strategy, students are guided to differ types of questions and relate a question and its answer in a systematic way. The QAR strategy trains students in information retrieval, determining text structure and how information is conveyed within that structure, and determining conclusions (Roza, 2022). Previous researchers claim that this strategy is very effective in elevating students' reading comprehension. QAR is a strategy in reading skills that is not only good at improving students' reading comprehension ability, but also improves students' performance on standardized reading tests (Green & Mraz, 2024). The Question Answer Relationship (QAR) is a strategy that can attract students' attention to reading and make it easier for students to understand reading texts (Zulfitri, 2023). Thus, QAR seems to be an effective solution for addressing the reading comprehension difficulties of students at SMA Negeri 1 Sindue.

METHOD

A quasi-experimental design was utilized in this research which consisted of two classes, an experimental research class with 22 students taught by using Question and Answer Relationship (QAR) strategy, and a control class with 22 students taught by using conventional strategy. The text used in this research was narrative text and reading comprehension was limited in literal and inferential level. Tests in terms of Pre-test and post-test as instruments were given to both classes to measure their development in reading comprehension. The test comprised 10 numbers of multiple choice and 5 numbers of essay test. Right there, think and search, and on my/your own are QAR question types that involved on that test. Next, data were analysed using SPSS version 29.0.2.0, including normality, paired sample test, and independent t-test. To analyse the data, the researchers assessed the students' scores after reviewing their answers from both the pre-test and post-test. An independent sample t-test was applied using SPSS (Statistical Package for the Social Sciences) to evaluate the data. Referring to as unpaired sample analysis, this statistical method is used to compare two groups that have received different treatments.

FINDINGS AND DISCUSSION

Findings

After collecting all of the data, next, the researchers present the evidences in terms of statistic data about the comparison between QAR and conventional strategy in developing students' reading comprehension.

Table 1. Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PreTest	22	30	45	75	1373	62.41	1.699	63.491
Experimental Class (QAR Strategy)								

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PostTest		22	15	85	100	2081	94.59	.894	4.194	17.587
Experimental Class (QAR Strategy)										
PreTest	Control	22	26	53	79	1448	65.82	1.625	7.620	58.061
Class										
PostTest	Control	22	19	69	88	1722	78.27	.945	4.431	19.636
Class										
Valid N (listwise)		22								

The average mean score of two classes from pre -test to post-test on the data above indicates that the students who taught by using QAR strategy statistically point out great improvement than those who taught by using conventional strategy. Next, to support the data, the researchers conducted a test of normality and focused on Shapiro-Wilk.

Tabel 2. Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Result of Students' Reading Comprehension Class C & G	PreTest	.173	22	.086	.955	22	.387
Experimental Class (QAR Strateg)	PostTest	.175	22	.077	.928	22	.110
Experimental Class (QAR Strategy)	PreTest Control Class	.128	22	.200*	.952	22	.350
PostTest Control Class		.167	22	.115	.961	22	.507

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Since both values are greater than 0.05, the data distribution is considered normal. Therefore, the researchers continue to examine and analyze the data.

Table 3. Paired Samples Test

Paired Differences	Significance							
	One-Sided	Two-Sided						
Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference	t	df	p	p	
Pair 1 Pre Test Experimental Class (QAR Strategy) - Post Test Experimental Class (QAR Strategy)	-32.182	5.729	1.221	-34.722 -29.642	-26.347	21	<.001	<.001

Table 3 describes that the two tailed significance (p-value) is <0.001, which is far below the typical threshold of 0.05. This means the increased scores are statistically highly significant.

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result of Students' Reading Comprehension Class C & G	Based on Mean	.031	1	42	.862
	Based on Median	.072	1	42	.790
	Based on Median and with adjusted df	.072	1	41.849	.790
	Based on trimmed mean	.058	1	42	.811

The data above points out that the assumption of variance is met. It means, the result of the test is homogeneous. Then, the researchers did the independent sample test.

Based on the output of the table above, the score of Sig. (2-tailed) is <0.001 lower than 0.05. It means there is a significant difference between the experimental students and the control students in the post-test. Thus, the implementation of Question and Answer Relationship Strategy (QAR) can enhance students' reading comprehension of eleventh grade of SMA Negeri 1 Sindue.

Discussion

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After presenting the data, it is clear that QAR strategy optimally helps the students to comprehend information on the written text especially for narrative. By dividing question types as character of QAR strategy, the students are easy to identify stated and non stated ideas on the text. QAR is a very helpful strategy for students to understand information on reading text (Jannah, 2022). QAR is a guided strategy that easily helps a reader to identify the Answer of the text by using questions related to the text (Afriani et al., 2020).

This finding supports the previous researchers conducted by Muzammil (2017), (Arisman et al., 2021) that the Question and Answer Relationship (QAR) strategy is effective to empower students' reading comprehension. Not only reading comprehension, QAR also provokes students' interest in reading. Reading' interest and reading comprehension competence is positively influenced by the principle of implementing QAR strategy (Nur Anisa Utami et al., 2024). Thus, it can be claimed that the QAR strategy is a potential strategy to be utilized in teaching reading skills.

CONCLUSIONS

The purpose of this research is to examine if the implementation of Question and Answer Relationship Strategy (QAR) can enhance students' reading comprehension of the eleventh grade of SMA Negeri 1 Sindue. The finding reveals that the score of Sig. (2-tailed) is 0.001 and it is lower than 0.05. Therefore, it can be concluded that the Question and Answer Relationship Strategy (QAR) effectively boosts the students of SMA Negeri 1 Sindue to comprehend reading text, especially narrative text. It is recommended for the teachers to implement this strategy since their students have some challenges in comprehending reading text.

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