THE EFFECT OF APPLYING QUESTION ANSWER RELATIONSHIP STRATEGY TO ENGLISH SECOND SEMESTER STUDENTS' READING COMPREHENSION ABILITY AT MUHAMMADIYAH UNIVERSITY OF BENGKULU

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Abstract
This study aimed at finding out the effect of applying Question Answer Relationship (QAR) strategy to English second semester students' reading comprehension ability at Muhammadiyah University of Bengkulu. This study employed an experimental research. The population of this study was the students second semester of Muhammadiyah University of Bengkulu. Researchers applied total sampling in this study. The instruments of this research were reading comprehension test and video recorder. After analyzing the data, the results of the study indicated that there was a significant effect when using Question Answer Relationship (QAR) Strategy in understanding recount text. It can be seen from the mean score of pre-test were (55.53) and mean scores of the post-test was (86.78). at last, the researchers concluded that there was an effect to the students' reading comprehension ability. In addition, it is advisable for English Lecturer to use Question Answer Relationship (QAR) strategy in teaching reading comprehension as an alternative way to make students easier to comprehend the text and the students are able to apply this strategy in another kind of text to help them easier in understand the text by answering the question

Keywords: Question Answer Relationship (QAR); strategy; reading comprehension; recount text

I. Introduction

From the four basic skills in English learning, Reading is one of difficult skills that we often find in our everyday life. According to Brown (2001: p298) that the written word surround as daily. It confuses us and englighten us, it depresses us and amuses us, it sickens us and heals us.

There are some experts define about reading. Broughton (1980:p89) said that reading is a complex skill,that is to say that it involves a whole series of lesser skills. First of these is the ability to recognize stylised shapes which are figures on a ground, curves and lines and dots in patterned relationships. Moreover it is not only a matter of recognising the shapes as such but reconising them as same or different, and recognizing that shapes which are quite different may for the purpose of reading be regarded as the same, as is the case with upper and lower case letters like 'A' and 'a'.

When reading something, it is not easy to achieve our comprehension. Gebhard in his book (2000:p198) stated that to comprehend written language, we rely on our ability to recognize words, phrases, and sentences (bottom-up or text-driven processing), as well as on our background knowledge related to the content of what we are reading (top-down or conceptually-driven processing). These processes interact as we read, resulting in some degree of comprehension.

Students who are slow and inaccurate oral readers are also weak in answering comprehension questions that are at grade level. If the students are less of comprehend the text, they will get the trouble to answer the questions. So, to easier understand the meaning and answer the question from the text, students need a strategy.

There are some strategies particularly in Reading comprehension that experts had written in their books. Brown in his book (2001:p306-310) mention 10 strategies for reading

comprehension namely: identify the purpose in reading, use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners), use efficient silent reading techniques for relatively rapid comprehension, skim the text for specific information, scan the text for specific informatioon, use semantic mapping or clustering, guess when you aren't certain, analyze vocabulary, distinguish between literal and implied meanings, and capitalize on discourse markers to process relationships. Further, Buehl (2001) in his book had explained some classroom strategies for teaching learning. One of the strategies that is best for getting students' comprehension is QAR (Question-Answer Relationships).

Question-Answer Relationships (QAR) strategy is one of strategy that had examined effective in improving reading comprehension. Proposed by Raphael (1986:516) in Doug Buehl (2001), QAR strategy as a tool for clarifying how students can approach the task of reading texts and answering questions. The purpose of this strategy is to help the students to understand the meaning of the text by answer the question based on the content of the text and based on their background knowledge.

Based on interview of second semester students on April 30, 2019, the researcher found that students have learned about narrative text, descriptive text, recount text, procedure text, announcement, advertisement, report text, exposition text, etc. Second, they got difficulties in answering the questions of the text, because many of the students didn't understand about the text. They read the text for many times to find the best answer. Third, to solve their problems, the lecturer did discussion, doing the task or homework, and translated the task correctly.

After interviewing the students, the researchers interviewed the reading lecturer to clarify the preliminary data. She said that students have learned some text, like descriptive text, recount text, etc. The difficulties of the students to comprehend the text are same. The students find some difficulty when the students comprehend the text. Further, the lecturer didn't apply a specific strategy, she just used strategy like asking the students one by one to read aloud and translate the passage alternately.

Further, the reseacher also had tried implementing Question Answer Relationship (QAR) strategy to certain class to get beginning info about the strategy itself whether it worked or not in helping the students' low reading comprehension scores. The researchers found that Question Answer Relationship (QAR) strategy can help the students reading comprehension in answering the questions. The student easier to find out the answer of the questions and understanding the text using question answer relationship strategy. They understood about the strategy, about the types and how to find the key of the question in the text. This strategy stimulated students to think critically to what they read by answering the questions. But sometimes they don't understand some vocabularies that make them difficult to interpret the meaning of the text, so they can not answer the questions.

Next, based on the above beginning data, the researchers decided to conduct a research at university with the title "The Effect of Applying Question Answer Relationship (QAR) Strategy to English Second Semester Students' Reading Comprehension Ability at Muhammadiyah University of Bengkulu".

II. Research Method

Experimental research method was applied in experimental class while in control class, researchers applied Direct Reading Activity (DRA). The population of the study were from the second semester students, consisting of two classes namely class II A and IIB where each of the class members were 26 students. The sample was determined by the result of the test. The researcher saw the students score in pre-intermediate reading and gave the reading comprehension test to determine which class will be the experimental class and the control class. After the researcher analyzed thescore, the researcher found that the students' score of pre-intermediete reading was same. And based on the students pre-test, the score of B class lower than B class. So, the researcher choosen B class as experimental class and A class as control class. The study employed two instruments namely reading comprehension test and video recorder. Reading comprehension test used different texts each meeting as the instrument. The type of the text was recount text. The text of reading comprehension was from "In Good Company" book by Dryton and Skidmore (1985). The test was essay. The title of pre-test and post-test was "Where Am I?" that consists of 16 questions,

the title of the first treatment was "George's Van" that consist of 16 questions, the title of the second treatment was "The Promise" that consist of 15 questions, and the title of the last treatment was "Plenty More Fish In the sea" that consist of 18 questions. To answer the questions, the students choose the best answer based on their comprehension. While, video recorder was used in every meeting of the teaching process. Data collection were carried out from pre-test activity, during the treatment, and the post-test. For pre-test data, the researchers implemented 6 steps, namely: 1. The researcher gave pre-test (reading comprehension test) both of the class. The first was A class. 2. The students answered all of the questions based on their understanding of the text. 3.The researchers collected the answer sheet after the students finish do the test. 4. The researchers calculated the result of the student answers. 5. Then, the researcher found students' reading comprehension abilities. And last, the researcher also gave the pre-test with the same steps for class B. For treatment data, the researchers conducted 3 times treatment using Question Answer Relationship Strategy in experimental class while in control class, researchers applied Direct Reading Activity (DRA) strategy. Every treatment had 9 steps of activities. Those activities were: *first*, the researcher came to the experimental class to give the experiment.. *second,* the researcher explained the definition and what is Question Answer Relationship (QAR) strategy with a simple example that distinguishes between in the book and in my head. *third,* the researcher asked a question that refers to something directly states in the passage, for example using words *who is, where is, when, how to solve the problem, what factor, etc*. then, the question that requires background information of students. For example using words *the author implies that, in your opinion, based on your experience, etc., fourth,* the researcher discussed with students how to some answer can be found explicitly in the text and require additional information based on what the students already knows based on the example of the text., *fifth*, shared to the students about the type of questions in Question Answer Relationship (QAR) strategy and explained in detail how to answer the questions. First, *in the book question* there are *right-there* and *putting-it-together. Sixth*, then, the researcher told in detail to students about *In my head question*.

There are *author-and-me* and *on-my-own* and how to answer the question. **seventh**, the researcher provided students with opportunities for classifying question according to these four categories. **eighth**, the researcher gave feedback of the result of the students task., and **ninth**, the researcher gave conclusion of the material. On the other hand, in control class, the researchers taught the students using a strategy that usually used by teacher namely Direct Reading Activity (DRA). The steps were: **first**, the researcher came to the control class., **second,** the researchers explained about the material., **third,** the researchers gave the same test with experimental class that different text each meeting., **fourth,** the researcher asked the student to read the text and understanding the text., **fifth,** the researchers asked the students to answer the questions individually., **sixth,** the researchers asked students about their the understanding from the text., and finally, **seventh,** the researchers collected the assessment of the students. At last, to analyze the data as the ending of method section, the researchers calculated the pretest and post-test scores using T-test formula.

III. Results and Discussion

Results

Table 1. The Pre-Test Result of Experimental Class

No	n	f	n x f
1	68.75	1	68.75
2	62.5	10	625
3	56.25	5	281.25
4	50	5	250
5	43.75	5	218.75
Sum		**26**	**1443.75**
Mean Score = 1443.75 / 26			**55.53**

It can be seen from the above table that the highest score in experimental class was 68.75 achieved by 1 students and the lowest score was 43.75 achieved by 5 students. From the calculation, it was found that the mean score was 55.53. Further, the data gained in the treatments session indicated some following findings. *In treatment 1*, the findings showed that some of the students still talked with friends, used their hand phone and made

homework. Some of the students still confused and asked to other friends when the researcher gave some question to distinguish between in the book and in my head. the students was enthusiasm to know how the answer could be find,but some of them still talk with their friends *when* the researchers discussed with the students how some answer can be found explicitly. Some of the students talked with their friends and were still confused to distinguish between in the between "in the book" and "in my head" question when the researcher explained to the students about the types of Question Answer Relationship (QAR) strategy. Students felt confuse to classifying the categories and some of them asked their friend about the answer when the researcher provided students with opportunities for classifying question based on four categories and asked them to answer the questions by self. *In treatment 2*, the findings were: students still talked with their friends when the researcher gave recount text and asked the students to pay attention to the researcher. Students still forgot about QAR strategy. The students were stil confused about the answer and some of them just felt their friends because they don't know the answer, but they can answered after the researcher repeated the question. The students focused with the researcher explaination when the researcher discussed with the students how some answer can be found explicitly. at last, the students still remembered about categories of Question Answer Relationship when the researchers explained to the students about the types of Question Answer Relationship (QAR) strategy. And in *treatment 3*, the findings demonstrated that the students could answer the question, the students gave their opinion about how the answer found explicitly, the students more understood about Question Answer Relationship (QAR) strategy. For example some of the students knew how to use and easy to answer the question by this strategy.

Table 2. The Post-Test Result of Experimental Class

No	n	f	n x f
1	93.75	6	562.5
2	87.5	11	962.5
3	81.25	9	731.25
SUM		**26**	**2256.25**
Mean Score = 2256.25 / 26			**86.78**

From the table above, it showed that the result of the students post-test was different between experimental class and control class. In experimental class, 6 students got the score 93.75. 11 students got the score 87.5. And 9 students got the score 81.25. The highest score was 93.75 achieved by 6 students and the lowest score was 81.25 achieved by 9 students. The mean score of post-test in experimental class was 86.78.

Table 3 The Comparison of Post-Test

No	Class	Pre-Test		Post-Test	
		Total	Mean	Total	Mean
1	Experimental Class	1443.75	55.53	2256.25	86.78
2	Control Class	1487.5	57.21	2056.25	79.09

Based on the table above, the total score of the pre-test in experimental class was 1443.75 while in the post test was 2256.25, and then the mean score of pre-test in control class was 55.53 and the mean score of post-test was 79.09. It found that the mean score of post-test in experimental class was higher than the mean score in control class. It concluded that by using Question Answer Relationship (QAR) strategy had an effect to experimental class. The t-count was calculated by using SPSS 16.0.

Discussion

After the researchers conducted the treatment for three times in experimental class, the researchers found that Question Answer Relationship (QAR) strategy affected to English students second semester reading comprehension ability. First, the researcher conducted the pre-test, and the score of pre-test still low. It could be seen from the mean score of the students in every meeting. In the pre-test, the score was 1443.75 and the mean score was 55.53. After the researched did the pre-test, the researcher gave treatment for three times. In treatment I, the score was 1862.5 and the mean score was 71.63. in treatment II, the score was

1986.66 and the mean score was 76.41. The last treatment, the score was 2047.91 and the mean score was 78.77. And after conducted the treatments, the researcher gave post-test. In post-test, the score was higher than pre-test. There were increased score became 2256.25 and the mean score was 86.78.

The result of applying Question Answer Relationship (QAR) strategy was not suprising. This is because the results of the researchers found in accordance with what the researcher have predicted. It was because the result that researchers found in this research was Question Answer Relationship (QAR) strategy gave a significant effect on the students reading comprehension in answered the questions. It also supported by some previous researchers that had same result, they were study that had been conducted by Ningsih (2017) with the title Improving the Students' Ability In Reading Comprehension Of Narrative Text Through Question Answer Relationship At The Tenth Grade Of MAN Binjai. The result showed that there was improvement on the students' ability in reading comprehension by using Question Answer Relationship strategy. It was proven by the data, which showed the progression mean of the students. It was same like Taffy E. Raphael in Buehl (2001) Question Answer Relationship (QAR) strategy is a powerful strategy for helping students to analyze and understands the question. Besides, the students can comprehend the text by analyzing the question first. They can improve and add their understanding based on their own background knowledge. The researchers concluded that Question Answer (QAR) strategy could be an alternative strategy in teaching reading comprehension in answering the question. The researchers concluded that alternative hypothesis was accepted and null hypothesis was rejected.In the present study, the researchers only want to know the effect of applying Question Answer Relationship (QAR) strategy to English seconod semester students' reading comprehension ability at Muhammadiyah University of bengkulu in recount text. To explore the study about this strategy, the future study can also be conducted in other kinds of text. So, students can apply their understanding about Question Answer Relationship (QAR) strategy in all types of the text.

IV. Conclusion

Based on finding of the research, the researchers conclude that there was significant effect of applying Question Answer Relationship (QAR) strategy at Second Semester of English Education Program at Muhammadiyah University of Bengkulu. In the result of pre-test, the mean scoreof experimental class was lower than control class. But in students post-test, the mean score of expermental class was higher than control class. It showed that alternative hypothesis (H1) was accepted and null hypothesis (H0) was rejected.

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