

**THE EFFECT OF QUESTION-ANSWER RELATIONSHIP(QAR)  
TECHNIQUE TOWARDS STUDENTS' READING COMPREHENSION  
ABILITY IN NARRATIVE TEXT AT X GRADE MAS BUSTANUL  
ULUUM IN 2022/2023 ACADEMIC YEAR**

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This research purposed to find the effect of question-answer relationship (QAR) technique towards students' reading comprehension in narrative text at X Grade oat MAS Bustanul Uluum in 2022/2023 Academic Year. This research was conducted non-experimental design into pre-test, treatment, and post-test. Population and Sample of this research was X Grade MAS Bustanul Uluum in 2022/2023 Academic Year that consist of 60 students. A multiple-choice test with 20 items was used to collect the data. The score of Pre-Test was 61.62 and after treatment score of Post-Test was 83.18. The minimum score of pre-test was 20 and the maximum score was 80, minimum score post-test was 75 and maximum score is 100. Sign of 0.05, the r-count was 0,256 higher than the r-table 0,214. The alternate hypothesis was accepted, that the QAR technique significantly to students' understanding of reading comprehension in narrative text. So the concluded is  $H_0 > H_a / r\text{-count} > r\text{-table} / 0.256 > 0,214$ .

**Key word:** Question-Answer Relationship (QAR), Narrative Text.

## **INTRODUCTION**

A universal language, English is used to communicate with people from all over the world who come from different racial, cultural, and linguistic origins. There are many ways to learn and comprehend English. Watch movies, read books, and listen to music in English. You must master these four skills if you want to speak English well. For both the general public and the educational process, speaking, listening, reading, and writing are crucial communication skills.

Reading is the basis of all knowledge. Students can advance their knowledge by reading, learn new things, and get vital information that will help them in their academic development. These sources can be found in a number of textbooks and other readings. Reading and comprehension go hand in hand, but exposing readers to new words and expressions helps them to become better writers and speakers. An approaching reader must be able to understand the text's primary ideas. Because you are at the reading comprehension.

Reading, the action of getting knowledge and information from written texts, is one of the abilities that may be taught to pupils through a variety of educational approaches. One of them is QAR (Question and Answer Relationship), which aids students in responding to inquiries based on the text. The best technique to answer queries and improve your comprehension of the book. One of these approaches is the QAR approach. A technique called QAR (Question and Answer

Relationship) aids readers in comprehending what they have read. It is typical to divide the class into several small groups of up to four students each in order to effectively apply the QAR (Question-Answer Relationship) technique.

## **METHOD**

Query and Response Pearson and Johnson (1978) were the first to define the relationship, and Raphael and Pearson (1985) and Raphael (1986). QAR is a metacognitive strategy that aids kids in comprehending numerous ways to respond inquiries on reading material. It helps students how to ask questions words (such which, when, where, why, how, and who) or ideas like central concepts or character attributes Barrett, (1976). Kinniburgh & Shaw claim that (2008) A reading on the question-answer relationship (QAR) method using a comprehension method, teachers can assist students in comprehending the Using this method, the teacher can establish a relationship between the questions and responses makes it simple for the students to locate the answer to the question. This method can be used to assess how well students understand the material, making it suitable for teaching reading skills.

Raphael and Pearson (1986) and Raphael the QAR Strategy was developed by (1982) to help students learn that the sort of question that is asked directly affects the answer. To assess their level of comprehension of the details contained in the text. Ezell et al. (1996) identified four different relevant questions. Right There are four questions: On My Own; Think and Search; Author and You; and on my own question.

Sample is a part of population. Explained by Cohen et al. (2000), the larger the sample from the number of the existing population is the better, but there is a minimum limit that must be taken by the research, namely as many as 30 samples. Further, according to Roscoe (cites in Sugiyono 2012), an appropriate sample in a research is between 30 to 500, if the sample is divided into categories, the number of sample numbers for each category is at least 30. Sampling for research according to Arikunto (2010), if the population is less than 100 people it should be taken all together, if the population is large or more than 100 people can be taken 10-15%, 15-20%, or 20-25%.

The sample was taken in this study are 2 classes in class X MAS Bustanul Uluum In this research, there are 60 students. Sample was chosen according to Arikunto (2010), if the population is less than 100 people it should be taken all together. The sample is presented as follows:

The research was apply non-experimental design with a quantitative approach. The research was conducted through using non-experimental research. The research was concentrate on one group pretest-posttest design because there was no control group and experimental group. The students of X grade were the subjects of this research. The students were received treatment by using QAR Technique.

**Research Design**

The research was apply non-experimental design with a quantitative approach, the research design was used a two group pretest-posttest design, to know the group student learning is given treatment by using QAR Technique in the class.

**Table Research Design**

<b>Pre-test</b>	<b>Treatment</b>	<b>Post test</b>
<b>O<sub>1</sub></b>	<b>X<sub>1</sub></b>	<b>O<sub>2</sub></b>

Where:

O<sub>1</sub> = Pre-test (before being given the treatment)

X<sub>1</sub> = Study of Question-Answer Relationship Technique

O<sub>2</sub> = Post-Test (after being given the treatment)

**Place and Time of the Research**

This location of the research was conducted at MAS Bustanul Uluum PerkebunanTeluk Dalam Asahan Regency in the event semester in the 2022/2023 Academic years which is located at Jl. PT. Padasa Enam Utama Kebun Teluk Dalam.

**Population**

The population was the generalization are which consists of Object/subject that have certain qualities and characteristics that were applied by research to be studied and then drawn conclusion. In the study, the population to be all student of class X Mas Bustanul Uluum Kebun Teluk Dalam 2022/2023 Academic years.

**Tabel Population of the Research**

<b>No</b>	<b>Class</b>	<b>Number of Student</b>
<b>1</b>	<b>X-1</b>	<b>30</b>
<b>2</b>	<b>X-2</b>	<b>30</b>
	<b>Total</b>	<b>60</b>

**1. Pre-test**

Both the students' completed the same pre-test before beginning the treatment. The purpose of the pre-test is to determine the students' ability for responding to question involving first-time reading material before receiving treatment. The reading segment of the pre-test consist of 20 multiple-choice question.

**2. Treatment**

The students' was receive treatment for a while. All of students' was taught using the Question-Answer Relationship Technique.

**3. Post-test**

Both students' received a post-test after the instructional presentation. The pre-test and post-test would be same, the post-test was used to determine how the

students' performed after adopting the Question-Answer Relationship Technique (QAR).

### **Validity of the Test**

The validity of the measurement is examined in this study using the application of a statistic technique known as the product moment.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$R_{xy}$  = the correlation of the data

$N$  = total of the data

$X$  = the mark in the pre-test

$Y$  = the mark in the post-test

$XY$  = sum of multiplication  $X$  and  $Y$

$X^2$  = square of  $X$

$Y^2$  = square of  $Y$

### **Reability of the Test**

A reliability measure, according to Scarvia B. Anderson in (Arikunto, 2018) is one that gives a reliable and consistent indication of the characteristic of study.

$$r_{11} = \frac{2 r_{\frac{1}{2} \frac{1}{2}}}{(1 + r_{\frac{1}{2} \frac{1}{2}})}$$

Where:

$r_{11}$  = the reability

$r_{1/2 \ 1/2}$  = coefficient between the two tests

### **Technique of Analysis Data**

The data collected after administrering the pre-test and post-test to students must be analyzed in order to compare the scores obtained before and after the application formula. To find out the effect of Question-Answer Relationship Technique towards Students' Reading Comprehension when reading in narrative text, this study is being conducted. The formula of the t-test as follow

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{X^2 + Y^2}{N_1 + N_2 - 2} \right] + \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

Where:

$N_1$  = total of data X, Y

$N_2$  = total of data X, Y

$M_X$  = Mean of X, Y

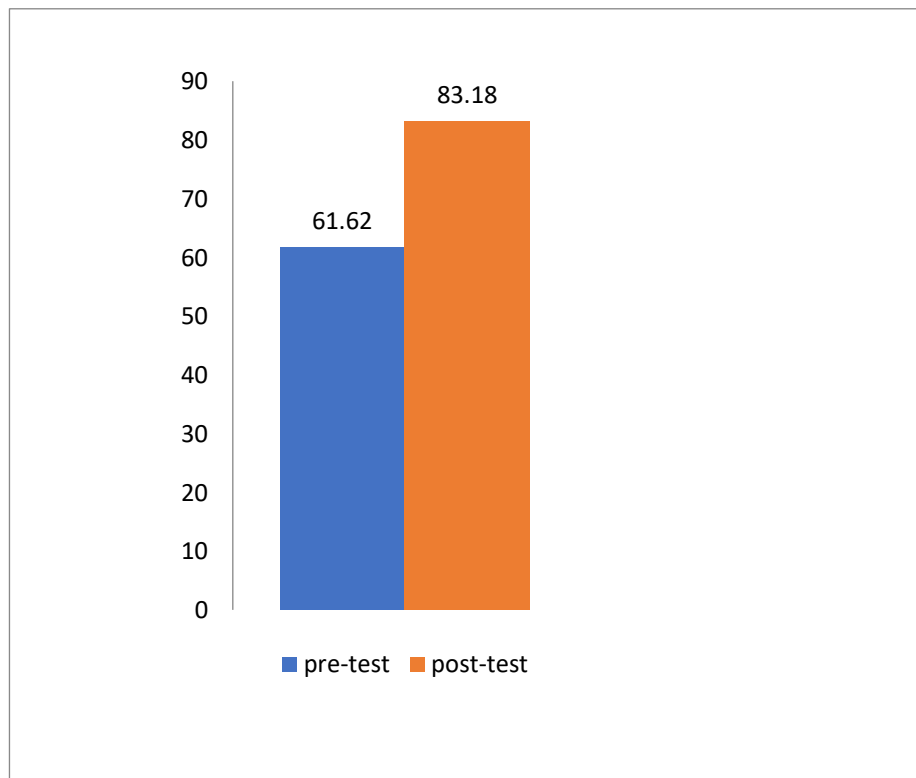
$M_Y$  = mean of X, Y

$X^2$  = standard deviation of X, Y

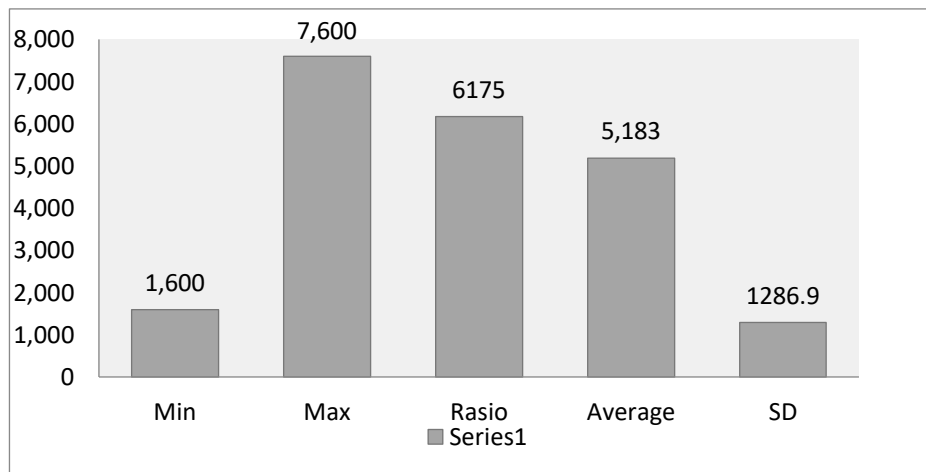
$Y^2$  = standard deviation of X, Y

## RESULTS AND DISCUSSION

Graph Diagram of the Percentage of Pre-test and Post-test



From the diagram above, it can be concluded that that the mean score of the students has significant differences. The mean score in pre-test was 61.62 and mean score in post-test was 83.18. It means that the mean score of students' score have increased 21.56 from pre-test to post-test.

**Table Diagram of Score Min-Sd****Descriptive Statistics****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
NO	55	1	55	28.00	16.021
X	55	20	80	61.62	13.414
Y	55	75	100	83.18	7.288
X2	55	1.60	9.00	4.2755	1.32272
Y2	55	6	10	6.97	1.248
XY	55	2	8	5.18	1.299
Valid N (listwise)	55				

Based on the instrument of the scoring data it aimed to know scores of students' reading comprehension in using question-answer relationship. The data above shows that the minimum score for the pre-test was 20 and the maximum score was 80, minimum score post-test was 75 and maximum score is 100.

This research was focused on the students' reading comprehension in narrative text by applying question-answer relationship (QAR) at X grade of MAS Bustanul Uluum in 2022/2023 Academic Year. This research was implemented in two test, namely; pre-test and post-test. Pre-test was given to the students' before the treatment, and post-test was given to the students after the treatment. The findings of the research showed that question-answer relationship was has significant effect on students' in rading comprehension. After giving the treatment, students could answer the test better that the pre-test. It means that the students were successfully answer the post-test.

This research was conducted some steps by using question-answer relationship. They were ask the students what the students understand and don't understand about narrative text, introduce genre types of narrative text, general structure and grammatical features of narrative text, ask the students to make some groups to solve the problems together, ask for the problems' solution, require the students to make a short story about narrative text, and the research was analyze and evaluate the result.

Aspects of reading comprehension were contained in the questions given to students. These aspects are as follows: Determining the main idea in question number 1. What is the purpose of the text as in question number 6, Identifying specific information as in question number 7,13. Making inferences such as questions in numbers 2,3,8,9,11,12,14,15,16,19,20 and Understanding difficult Vocabulary and determining references as in question numbers 4,5,10,17, 18.

The number of questions in this research used 20 multiple choice there were narrative texts in it, the questions were given to class X students using Question-Answer Relationship Technique. Before there was treatment in the teaching and learning process in reading comprehension, students' scores were very low, students made a lot of mistakes in several questions in making inferences or an educated guess or predicting about ext, as in questions number 2,7, 9, 16, there are some students cannot determine the main idea as in question number 1, then there are some students who make mistakes in interpreting the meaning of the word from the underlined question.

After the treatment using the Question-Answer Relationship Technique, the students' scores increased above the KKM score, they were able to determine the main idea and could answer questions about what lessons could be drawn from the text in the questions.

Moreover, the data showed that the mean score of the students has significant differences. Furthermore, the mean score in pre-test was 61.62 and mean score in post-test was 83.18. It means that the mean score of students' score have increased 21.56 from pre-test to post-test. Then, the validity of Pre-Test and Post-Test 0.120. Degree of freedom (df) in this research was  $df = N-2=55-2 = 53$  and level of significant 5%, it means that r-table was 0.2656 it can be conclude that by using QAR, students could answer the post-test successfully than in the pre-test.

## **CONCLUSION**

This research was conducted by using a non-experimental design which was aimed to reveal whether there was difference before and after using QAR in reading comprehension or not. QAR was help the students to practice the students' reading comprehension in narrative text, one of the reasons was because this learning technique reveal the students to acquire new information before solve it, so the students become more active in learning. Based on the result of previous chapter's data analysis, it can be seen from the data analysis that  $H_0$  was rejected and  $H_a$  was accepted. It showed that there was difference before and after using question-

answer relationship (QAR) technique towards student reading comprehension in narrative at X Grade of MAS Busrtanul Uluum in 2022/2023 Academic Year.

The data bellow showed that the mean score of the students has significant differences. The mean score in pre-test was 61.62 and mean score in post-test was 83.18. It means that the mean score of students' score have increased 21.56 from pre-test to post-test. Then, the validity of Pre-Test and Post-Test 0.120. Degree of freedom (df) in this research was  $df = N-2=55-2 = 53$  and level of significant 5%, it means that r-table was 0.2656 it can be conclude that by using QAR, students could answer the post-test successfully than in the pre-test.

Furthermore, by using qar technique the students become interested and have different learning environment which increased the students' motivation in learning English, especially in reading comprehension. As a result, the students was given more attention to the learning process and got a better result.

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