THE EFFECT OF QUESTION-ANSWER-RELATIONSHIP (QAR) TECHNIQUE ON READING COMPREHENSION OF RECOUNT TEXT

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Abstract

Language serves as a tool for conveying information, enabling the expression of ideas, feelings, purposes, thoughts, and opinions in both written and spoken forms. Quantitative research involves explaining phenomena by gathering numerical data, which is then analysed using methods based on mathematics, particularly statistics. This research purposed to find the effect of question-answer-relationship (qar) technique towards students' reading comprehension in recount text at x grade of SMA Swasta Nasional Petatal in 2024/2025 Academic Year. This research was conducted with an experimental design into pre-test, treatment, and post-test. This research focused on students from grade X-A and X-C that consist 66 students, selected through random sampling. A multiple-choice test with 20 items was used to collect the data. The score of pre-tests was the results revealed a notable improvement in reading comprehension following the implementation of QAR, with a 18,94% increase in the mean score from pre-test to post-test for one group and 21,24% increase for other. Statistical analysis using the t-test formula that indicated significant improvements, as evidenced by t-scores surpassing the critical value at a significance level of 0,05. These findings support the efficacy of QAR technique in enhancing students reading comprehension in recount text. The calculation of the scores by using t-test for the degree of freedom (df) 64 at level significance 0,05 where the t-critical value is 1,669. The result of the analysis showed that t-score is higher than t-table 8,90 > 1,669 at the level of the significance 0,05 with the degree of freedom (df) 68. It means that Ha is accepted.

Keywords: Effect, Question Answer Relationship, Recount Text, Reading Comprehension.

INTRODUCTION

English holds significant importance as a global or international language, utilized by people worldwide to communicate with one another, whether as their first or second language (Fish, 2020) . There are several ways to learn and understand English, such as viewing English movies, reading English books, and listening to English music. English also becomes international language to communicate whether in written and spoken communication. In the process of teaching and learning English, there are four essential skills: speaking, reading,

writing, and listening. As Jeremy Harmer explained, "Literate individuals that speak language have multiple different capabilities. They will have the capacity to talk on the phone, compose letters, listen to the radio and read books. It has the four fundamental abilities of speaking, writing, reading and listening (Chen et al., 2020).

All of these skills are associated with one another. According to Jeremy harmer "speaking and writing involved the production of language and were often considered to be productive skills. Conversely, the process of reading and listening involves receiving information and called the receptive skills." It implies that reading and listening are considered a form of receptive skill. In receptive skills, individuals do not need to produce language; instead, they focus on understanding it. Conversely, speaking and writing are considered productive skills, requiring individuals to generate language for effective communication. This involves the ability to create both written and spoken forms of language. The research concentrates on reading abilities in this case (Utami et al., 2020).

Grabe & Stoller (2019) state that reading comprehension is an active process in which readers combine their background knowledge with information in the text to achieve a full understanding. However, this process often encounters various reading difficulties that can impact the reader's ability to comprehend the text thoroughly. This aligns with the theory proposed by Nuttall (in Utami & Rosnija, 2020), which suggests that the challenges readers face in reading comprehension include identifying the main idea, understanding vocabulary, finding references, making inferences, and locating specific or detailed information.

Comprehending reading in various languages is essential for making the activity more enjoyable and enriching (Sianipar & Sibuea, 2022). For students, understanding English texts can be difficult, especially initially, when they often depend on dictionaries or translation apps. The reading process goes beyond simply understanding word meanings; it also requires engaging with the content by utilizing prior knowledge and experiences. When students read independently without relying on a dictionary, they can improve their reading comprehension, broaden their vocabulary, and enhance their overall language skills. (Nurul Huda, 2023).

The foundation of all knowledge is reading. By reading, students can extend their knowledge, learn new things and acquire important references for their academic work (Pinandita Faiz, 2020). Many of these source come from either the source materials or further reading. Introducing readers to new words and phrases will help them improve their spoken language abilities and writing proficiency but reading and comprehension are closely related. Because one of the reading stages is comprehension, gaining access to the readers must be capable of understanding the text's main idea. Reading is a skill that will empower people whoever learns it. They will be able to gain from the knowledge in written documents, with the intention of sharing that knowledge in the end(Amartya et al., 2022).

One of the skills that can be taught to students using various teaching methods is reading, which involves the activity of acquiring knowledge or information from

written texts. To enhance the students' understanding of reading texts, it needs a strategy which can inspire the students to read. The Question Answer Relationship (QAR) Technique is the method to enhance students' reading comprehension that is employed. Through this method, the students will interesting in reading, the process will simple to learn and the text will easy to understand or comprehend (Zulfitri, 2023).

Based on the statement, it is teacher's responsibility to determine and implement the most effective method for enhancing students' reading comprehension abilities. There are numerous methods that can be applied when teaching reading. The QAR approach is one of these methods (Yathip & Liang-Itsara, 2024). QAR (Question Answer Relationship) is a method that helps readers in understanding what they are reading, applying this method at the start of any unit discussion is interesting. It is typical to divide the class into numerous small groups of to four students each in order to properly use the QAR Technique (Question- Answer- Relationship) (Permanasari & Awalia, 2023).

Reading comprehension instruction at SMA Swasta Nasional Petatal faces several problems. Firstly, some students feel reading bored because they were lack of vocabulary and comprehension strategies necessary to read easily. Secondly, one of the problems that prevents students from comprehending texts is their poverty level of knowledge. Thirdly, the teacher only use traditional teaching methods, which are known to be extremely tedious and give students the impression that they are learning passively, particularly when it comes to reading comprehension. When instructors employ customary methods, students are only allowed to listen to the teacher's explanations without being encouraged to ask questions to ensure they understand the content being covered. As a result, student struggle to generate meaning and often misunderstand what is being said.

METHOD

This research uses an experimental method with a quantitative approach. The research sample consists of two groups, namely the Experimental Group and the Control Group. There are two variables in this research, namely the question answer relationship technique as the independent variable and the reading comprehension of recount texts as the dependent variable. The design of this research focuses on the provision of treatment and the results obtained. Data were collected through pre-test and post-test to measure the effectiveness of the question answer relationship in teaching reading. The sampling technique used was simple random sampling. The sample of this research was students of class X-A as the experimental group and X-B as the control group. The design of this study is

Table 1. Two Groups Pre-test Post-test

Group	Types	Experiment	Types
Control Class Group	Pre-test	X	Post-test
Experimental Class group	Pre-test	Y	Post-test

Note:

X   : Using Conventional way

Y   : Using Problem Based Learning (PBL) Model

The data collection process in this study will be conducted through several systematic and planned stages. The first step involves completing various formal administrative requirements that are essential before data collection can begin. One key procedure is obtaining official permission from the principal, which serves as approval to conduct research activities within the school environment. This permission is vital to ensure that the data collection process adheres to relevant regulations and receives full support from the school. Once permission is granted, the next step is to carry out direct observations in the classroom. This observation aims to examine various aspects related to the learning process and student activities, ensuring that the collected data is relevant and aligns with the research objectives. Therefore, this stage is crucial for obtaining accurate and comprehensive data.

1.   Pre-test

Before implementing special treatments or teaching methods, both groups of students received a pre-test. The purpose of this test is to assess the students' vocabulary mastery before any specific learning methods are introduced. In this assessment, students are required to answer 20 multiple-choice questions, each offering four answer options: A, B, C, D, and E. The results of this initial test serve as a benchmark for comparing students' progress following the treatment at a later stage.

2.   Treatment

The first stage is to divide students into two groups: experimental and control. The experimental group was taught using a question answer relationship tehnique, while the control group used conventional way without special treatment. The control group serves as a comparison to see differences in results between the two groups. During treatment, the question-answer-relationship was applied to the experimental group to test its effectiveness in aiding reading comprehension. It is

hoped that the final test will show an increase in understanding in the experimental group compared to the results of the pre-test and control group.

3.   Post-test

The final test was carried out to assess the level of success of question answer relationship technique in helping students understand the content of the reading. In this process, the scores from the pre- and post-tests of the experimental group as well as the control group are compared with each other. Next, the results of these scores are processed as main data to determine the extent to which students' reading comprehension has improved through the application of this problem-based learning model.

4.   Scoring Test

Student learning outcomes scores can be calculated used the formula, Cohen in (Tials 2017)

$$\text{Score} = \frac{\text{The number right answer}}{\text{The number of items}} \times 100$$

Table 2. The Rubric Assessment of Questions

No.	Component	Variable
1.	**Main Idea/Topic** (Identifying main idea Reading Comprehension topic of a paragraph)	Question Number 1,6, 11 and 12
2.	**Understanding Vocabulary** (Identifying various of sentence structure in Narrative text)	Question number 2, 7, 13 and 14
3.	**Identifying Reference** (Identifying the noun to which pronoun or other expression express the passage	Question number 3, 4, 8, 16 and 18
4.	**Making Inference** (this question to draw conclusions based on information the text)	Question number 5,9, 19 and 17
5	**Detail Information** (identifying supporting detail of the text)	Question number 10, 15 and 20

(Nuttal Theory)

RESULTS AND DISCUSSION

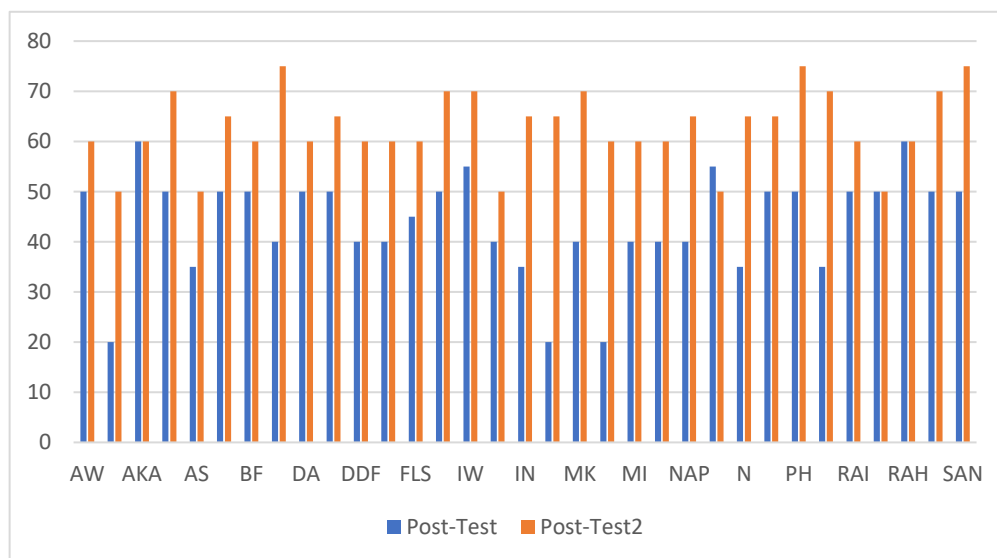The result of the students' test can be seen on the following table score.

Table 3. The Sore of Pre-test and Post-test in Control Group

No	Student's Initial	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY
1	AW	50	60	2500	3600	**3000**
2	AF	20	50	400	2500	**1000**

3	AKA	60	60	3600	3600	**3600**
4	AMRD	50	70	2500	4900	**3500**
5	AS	35	50	1225	2500	**1750**
6	B	50	65	2500	4225	**3250**
7	BF	50	60	2500	3600	**3000**
8	CMR	40	75	1600	5625	**3000**
9	DA	50	60	2500	3600	**3000**
10	DA	50	65	2500	4225	**3250**
11	DDF	40	60	1600	3600	**2400**
12	FZA	40	60	1600	3600	**2400**
13	FLS	45	60	2025	3600	**2700**
14	IS	50	70	2500	4900	**3500**
15	IW	55	70	3025	4900	**3850**
16	IA	40	50	1600	2500	**2000**
17	IN	35	65	1225	4225	**2275**
18	KAP	20	65	400	4225	**1300**
19	MK	40	70	1600	4900	**2800**
20	MP	20	60	400	3600	**1200**
21	MI	40	60	1600	3600	**2400**
22	NAR	40	60	1600	3600	**2400**
23	NAP	40	65	1600	4225	**2600**
24	NRF	55	50	3025	2500	**2750**
25	N	35	65	1225	4225	**2275**
26	NS	50	65	2500	4225	**3250**
27	PH	50	75	2500	5625	**3750**
28	RWW	35	70	1225	4900	**2450**
29	RA	50	60	2500	3600	**3000**
30	RAI	50	50	2500	2500	**2500**
31	RAH	60	60	3600	3600	**3600**
32	RRA	50	70	2500	4900	**3500**
33	SAN	50	75	2500	5625	**3750**
33=N		$\sum x$ =1445	$\sum y$ =2070	$\sum X^2$ =66675	$\sum Y^2$ =131550	$\sum XY$ **=91000**

From the data above, it shown that the highest and the lowest score in the pretest, in addition, the data could be presented at the chart below.

Figure 1. The score of pre-test and post-test in control group

From the data above, it showed that the highest and the lowest score in pre-test was:

1. There were three students who got 20 score.
2. There were four students who got 35 score.
3. There were eight students who got 40 score.
4. There was one student who got 45 score.
5. There were thirteen students who got 50 score.
6. There were two students who got 55 score.
7. There were two students who got 60 score.

From the data above, it showed that the highest and lowest score in post-test was:
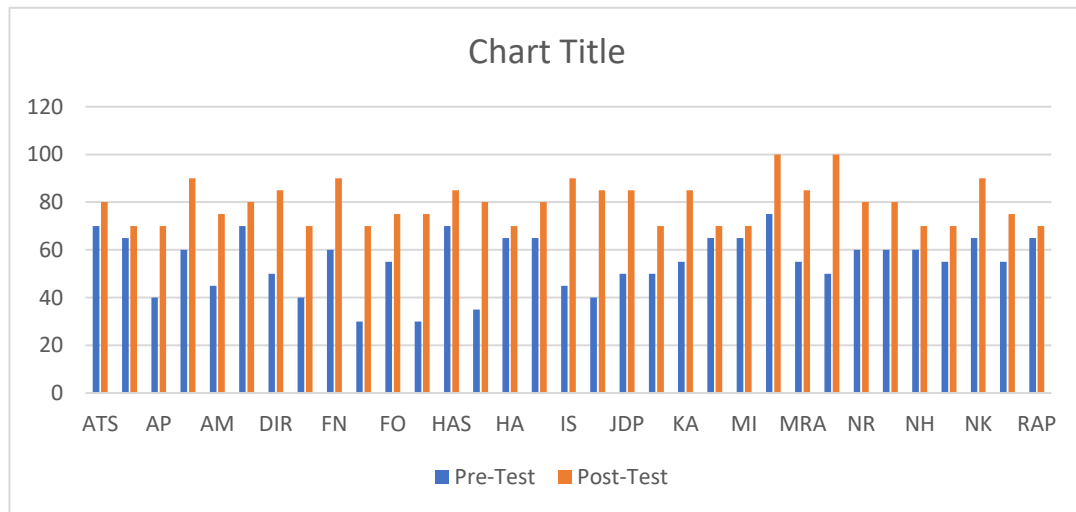
1. There were five students who got 50 score.
2. There were twelve students who got 60 score.
3. There were seven students who got 65score.
4. There were six students who got 70 score.
5. There were three students who got 75 score.

From the data above, it showed that student's score in pre-test was lower than post-test in the control class. The mean of student's score in pre-test was 43,7 and after giving the material by using conventional learning the score mean of student's score in post-test was being 62,7. It increased 18,94%.

Table 4. The Sore of Pre-test and Post-test in Experimental Group

No	Student's Initial	Pre-Test (X)	Post-Test (Y)	X^2	Y^2	XY
1	ATS	70	80	4900	6400	**5600**
2	AN	65	70	4225	4900	**4550**
3	AP	40	70	1600	4900	**2800**
4	ARR	60	90	3600	8100	**5400**
5	AM	45	75	2025	5625	**3375**
6	CS	70	80	4900	6400	**5600**
7	DIR	50	85	2500	7225	**4250**
8	FPS	40	70	1600	4900	**2800**
9	FN	60	90	3600	8100	**5400**
10	FO	30	70	900	4900	**2100**
11	FO	55	75	3025	5625	**4125**
12	FH	30	75	900	5625	**2250**
13	HAS	70	85	4900	7225	**5950**
14	HS	35	80	1225	6400	**2800**
15	HA	65	70	4225	4900	**4550**
16	IA	65	80	4225	6400	**5200**
17	IS	45	90	2025	8100	**4050**
18	JH	40	85	1600	7225	**3400**
19	JDP	50	85	2500	7225	**4250**
20	KWA	50	70	2500	4900	**3500**
21	KA	55	85	3025	7225	**4675**
22	MFP	65	70	4225	4900	**4550**
23	MI	65	70	4225	4900	**4550**
24	MRA	75	100	5625	10000	**7500**
25	MRA	55	85	3025	7225	**4675**
26	NAP	50	100	2500	10000	**5000**
27	NR	60	80	3600	6400	**4800**
28	NNK	60	80	3600	6400	**4800**
29	NH	60	70	3600	4900	**4200**
30	NIY	55	70	3025	4900	**3850**
31	NK	65	90	4225	8100	**5850**
32	PDS	55	75	3025	5625	**4125**
33	RAP	65	70	4225	4900	**4550**
33=N		$\sum x$ =1820	$\sum y$ =2620	$\sum X^2$ =104900	$\sum Y^2$ =210550	$\sum XY$ **=145075**

From the data above, it shown that the highest dan the lowest score in the pretest, In addition, the data could be presented at the chart below.

Figure 3. The score of pre-test and post-test in experimental group

From the data above, it showed that the highest and the lowest score in pre-test was:

1. There were two students who got 30 score.
2. There was one student who got 35 score.
3. There were three students who got 40 score.
4. There were two students who got 45 score.
5. There were four students who got 50 score.
6. There were five students who got 55 score.
7. There were four students who got 60 score.
8. There were seven students who got 65 score.
9. There were three students who got 70 score.
10. There was one student who got 75 score.

From the data above, it showed that the highest and lowest score in post-test was:

1. There were eleven students who got 70 score.
2. There were four students who got 75 score.
3. There were six students who got 80 score.
4. There were six students who got 85 score.
5. There were four students who got 90 score.
6. There were two students who got 100 score.

From the data above, it showed that student's score in pre-test was lower than post-test in experimental class. The mean of student's score in pre-test was 55,1 and after giving the material by using QAR technique the score mean was being 79,3 in post-test, it increased 21,24 %.

CONCLUSION

This research employs quantitative methods with random sampling techniques to identify the sample, specifically class X students of SMA Swasta Nasional Petatal for the 2024/2025 academic year. Data for this study was collected in three phases: pre-test, treatment, and post-test. The instrument used is a reading comprehension test designed to assess how well students understand recount texts. The QAR technique helps students practice their reading comprehension of recount texts; one reason for its effectiveness is that it encourages students to acquire new information before addressing it, making them more active participants in their learning.

The data analysis discussed in the previous chapter indicates that the alternative hypothesis (Ha) is accepted while the null hypothesis (H0) is rejected. This demonstrates that the use of the QAR technique significantly enhances students' reading comprehension skills in recount texts. Therefore, students' background knowledge plays a crucial role in facilitating the improvement of their reading abilities.

Moreover, the QAR technique engages students and provides a varied environment that boosts their motivation to learn English, particularly in reading comprehension. As a result, students pay more attention to the learning process and achieve improved outcomes.

THANK-YOU NOTE

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