

THE EFFECT OF QUESTION–ANSWER RELATIONSHIP (QAR) STRATEGY ON THE ABILITY OF THE FIRST YEAR STUDENTS OF SMK N 1 MINAS IN COMPREHENDING RECOUNT TEXTS

¹⁾**Sandy Fazri Muhammad**, ²⁾**Eliwarti**, ³⁾**Afrianto**.

Email: Sandy.fazri@student.unri.ac.id, eliwarti@lecturer.unri.ac.id, afrianto.a@lecturer.unri.ac.id

Contact: 0822 8209 0395

*Student of English Study Program
Language and Arts Department
Teachers Training and Education Faculty
Universitas Riau*

Abstract: *This research aims to find out whether there is a significant effect of using Question – Answer Relationship strategy on the ability of the first year students of SMK N 1 Minas in comprehending recount texts. The research design is a pre-experimental research with one group pre-test and post-test design. The sample was X TITL (Teknik Instalasi Tenaga Listrik) chosen by using cluster random sampling technique. The result of the data analysis shows that the scores of the pre-test was 64.37 and the mean score of the post-test was 71.77. In other words, the mean scores of the post-test is higher than the pre-test. The result also showed that the value of t_{obs} is higher than t_{table} ($8.351 > 2.043$). It can be concluded that the Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected. Hence, there is a significant effect of Question – Answer Relationship strategy on the ability of the first year students of smk n 1 minas in comprehending recount texts.*

Key Words: *Effect, Question – Answer Relationship, Reading Comprehension, Recount Texts.*

PENGARUH DARI QUESTION – ANSWER RELATIONSHIP PADA KEMAMPUAN MEMBACA DENGAN PEMAHAMAN TEKS RECOUNT OLEH SISWA TAHUN PERTAMA DI SMK N 1 MINAS

¹⁾Sandy Fazri Muhammad, ²⁾Eliwarti, ³⁾Afianto.

Email: Sandy.fazri@student.unri.ac.id, eliwarti@lecturer.unri.ac.id, afianto.a@lecturer.unri.ac.id
Contact: 0822 8209 0395

Mahasiswa Program Studi Bahasa Inggris
Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari strategi Question – Answer Relationship pada kemampuan membaca memahami teks recount oleh siswa tahun pertama di SMK N 1 Minas. Desain penelitian yang digunakan adalah pre-eksperimental dengan satu grup tes awal dan tes akhir. Sampel penelitian adalah kelas X TITL (Teknik Instalasi Tenaga Listrik) yang ditentukan dengan menggunakan teknik pemilihan kelompok. Hasil menunjukkan bahwa nilai rata-rata tes awal adalah 64.37 dan nilai rata-rata tes akhir adalah 71.77. dengan kata lain, nilai rata-rata tes akhir lebih tinggi dari nilai rata-rata tes awal. Hasil juga menunjukkan bahwa nilai t_{obs} lebih tinggi daripada nilai t_{tabel} ($8.351 > 2.043$). Dapat disimpulkan bahwa Hipotesis Alternatif (H_a) diterima dan Hipotesis Nol (H_o) ditolak. Karena itu, terdapat efek yang signifikan dari strategi Question – Answer Relationship pada kemampuan membaca memahami teks recount oleh siswa tahun pertama di SMK N 1 Minas.

Kata Kunci: Pengaruh, Question – Answer Relationship, Pemahaman Membaca, Teks Recount

INTRODUCTION

Language is one of communication tools used to understand and to express information, thought and feeling. It is also a media for developing science and technology. Teaching English in Indonesian school's deal with English as a foreign language. There are four skills in teaching language, namely; listening, speaking, reading and writing. Reading is one of language skills that should be mastered by students because there are many supplemented any books written in English.

According to Celce (1979), reading is a skill that everyone needs whether s/he is a student in elementary, secondary, and university level. Patel and Jain (2008) state that reading is the ability to understand the meaning of printed word. Reading is crucial and important for the students to receive the information from the written form.

In teaching reading, there are some objectives like creating students who can use reading Strategies to maximize their comprehension of text, identifying relevant and non-relevant information, and tolerating less than word-by-word comprehension. It is advisable to implement Question-Answer Relationship (QAR) strategy in to achieve the objectives stated above and it is supposed to improve students' motivation. These methods are reading methods in which students categorize comprehension questions according to where they got the information, they needed to answer each question and the competence of telling the story read previously Raphael and Au (2005)

By using Question – Answer Relationship Strategy, the three aspects of learning such as cognitive, affective, and psychomotor will be enhanced. It is due to the objectives of the QAR method and telling story that comply 5 objectives, namely: 1) help students monitor they're of the text; 2) provide a purpose for reading text; 3) allow students to assess their comprehension of the text; 4) encourage elaborative and critical thinking; 5) help repute the common misconception held by the students that the text tells all.

Therefore, the researcher would like to do a research in teaching Recount text by using Question – Answer Relationship strategy in SMKN 1 Minas. The title of this research is "The Effect of Question-Answer Relationship Strategy on the Ability of The First Year Students of SMK N 1 Minas in Comprehending Recount Texts".

RESEARCH METHODOLOGY

This research was pre-experimental design. According to Hatch and Farhady (1985), pre-experimental research is divided into three categories, one-shot case study, one group pre-test post-test design, and intact group comparison. It uses one group pre-test post-test design that only one group as a sample. The writer compares the students' score between pre-test and post-test, and then will be compared by writer the students' get effect or not by the treatment.

The population of this research is the first-year students of SMK N 1 Minas. There are six classes of first year in this school with the total number of 178 students (see Table 1 for the detail)

Table. 1 Population of the Research.

Classes	Total of Students
X TITL (Teknik Instalasi Tenaga Listrik)	30
X TAV (Teknik Audio Vidio)	22
X TAB I (Teknik Alat Berat)	30
X TAB II (Teknik Alat Berat)	31
X TKJ I (Teknik Komputer Jaringan)	33
X TKJ II (Teknik Komputer Jaringan)	32
TOTAL	178

As stated by Gay (2000), sampling is the process of selecting a number of individuals for a study in such a way that they present the large group from which they are selected. Cluster random sampling technique was used in order to choose the sample of this research. Cluster random sampling is used when there are well – defined clusters (groups) within the population. According to Gay (2000), cluster sampling means that the sampling in which groups, not individuals, is randomly selected. To get the sample, the writer prepared some pieces of paper. One paper was written the word “sample” and others were blank paper. Then, the writer asked the chairman of each class to choose one paper. The one who got the paper with word “sample” became the sample of the research. Class X TITL (Teknik Instalasi Tenaga Listrik) was chosen as the sample which the total number is 30 students.

RESULTS AND DISCUSSION

The objective of this research is to find out whether or not there is a significant effect of Question – Answer Relationship strategy on the Ability of the First Year Students of SMK N 1 Minas in Comprehending Recount Texts. The writer developed a set of multiple choice tests on five Recount Texts. Test items had 4 choices only one of which is correct. The students were instructed to read the recount texts, one at a time, answers the question by circling the correct choice. Brown (2004) states that multiple choices test might be the most popular method of testing reading. He further mentions that it is easy to calculate multiple choice test quickly but it is difficult to construct. The test included items dealing with the component of reading comprehension King and Stanley (1989) and the component of narrative text stated on Syllabus of 2013’s Curriculum.

Table. 2 Comparison Between the Results of Pre-test and Post-test

No	Components of Reading	Mean Score		Improvement
		Pre-test	Post-test	
1	Finding main idea	70.67	72.67	2.00
2	Finding factual information	65.33	69.33	4.00
3	Guessing vocabulary in context	74.00	80.67	6.67
4	Identify references	52.67	56.00	3.33
5	Identify inferences	50.67	68.00	17.33
6	Social Function	63.33	78.00	14.67

Table 2 indicates that there were some improvements of the students' achievement after being taught by using Question Answer Relationship strategy. It shows that the highest mean score of the six components in the pre-test was guessing vocabulary (74.00) and in the post-test was also guessing vocabulary (80.67). While the lowest one in the pre-test was inferences (50.67) and in the post-test was references (56.00).

Table. 3 Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	64.3667	30	14.94699	2.72894
Post-test	71.7667	30	13.28126	2.42482

Table (3) shows that the total number of students of pre-test and post-test are 30 students. The mean score of pre-test is 64.37 and the mean score of post-test is 71.77. The difference of the mean score between pre-test and post-test is 7.4. The gap of mean score shows the difference indicated an effect of students' ability in reading comprehension after QAR strategy was exposed in learning recount texts. Standard deviation is a values spread in the sample, while standard error mean is an estimate of the mean. The spread of values in the sample pre-test is 14.94699, while standard error of mean is 2.72894. The standard deviation of post-test is 13.28126 and standard error of mean is 2.42482.

DISCUSSION

Based on the description of the data, it can be stated that QAR is applicable for teaching recount texts. It can be proven that the results by comparing the students' pre-test score and the students' post-test score. The result shows that the students' post-test score is better than their pre-test score which indicated the improvement of students' reading comprehension ability in recount text.

There were six components of reading comprehension that assessed the students' ability, namely: finding main idea, factual information, guessing vocabulary, reference, inference and social function. Those all of components were increased in pre-test and post-test. Therefore, applying Question – Answer Relationship strategy made the students' ability in reading comprehension increased, especially in recount text.

The lowest score of the six components of reading in pre-test was social function. Based on the interview from English teacher, Krisbest Marurat Tua, he stated that they still have difficulty in understanding the contents of the text because they were lazy to read the text as a whole. It led the students not to understand what the texts talking about. Hence, the lowest score in post-test was reference because the students still confused about pronoun and they didn't answer the question carefully. The social function was the highest components that increase between the pre test and post test. It happened because after the Question – Answer Relationship strategy was applied the students they have motivation to read the text as a whole and more understand the purpose of the text.

Furthermore, if it is seen from the different points of the scores between pre-test and post-test, it is found out that the component with the highest improvement was inferences 17.33. Meanwhile, the component with the lowest was finding main idea 2.00 different points.

The result of pre-test show that the mean score of 30 students is 64.3667. Meanwhile, the minimum score that students reached in pre-test was 37 and the maximum score was 90. Furthermore, the result of post-test show that the mean score of 30 students was 71.7667. Meanwhile, the minimum score which students got in post-test was 43 and the maximum score was 93. Lastly, the result of t-test showed t_{obs} is higher than t_{table} ($8.351 > 2.043$). Therefore, it can be concluded that there is a difference between the pre-test score and the post-test score. In other words, the alternative hypothesis of this research is accepted. So, it means that "There is a significant effect of Question – Answer Relationship Strategy on the Ability of the First Year Students of SMK N 1 Minas in Comprehending Recount Texts."

CONCLUSIONS AND RECOMENDATIONS

Conclusions

This is a pre-experimental research that aims at finding out whether or not there is a significant effect of QAR on the ability of the First Year Students of SMK N 1 Minas in comprehending Recount Texts.

Based on the result of the data analysis, it can be concluded that there is a significant difference between the results of pre-test and post-test. Hence, it can be stated that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In conclusion, this research has answered the research question namely that, there is a significant effect of QAR on the Ability of the First Year Students of SMK N 1 Minas in Comprehending Recount Text.

The result of pre-test showed that the mean score of 30 students was 64.3667. Meanwhile, the minimum score that students reached in pre-test was 37 and the maximum score was 90. Furthermore, the result of post-test showed that the mean score

of 30 students was 71.7667. Meanwhile, the minimum score which students got in post-test was 43 and the maximum score was 93. Lastly, the result of t-test showed t_{obs} is higher than t_{table} ($8.351 > 2.043$). Therefore, it can be concluded that there is a difference between the pre-test score and the post-test score. In other words, the alternative hypothesis of this research, “There is a significant effect of Question – Answer Relationship Strategy on the Ability of the First Year Students of SMK N 1 Minas in Comprehending Recount Texts.” is accepted

Recommendations

After getting the result of this research, the researcher would like to provide some recommendations as follows:

1. For English teachers
The teachers are expected to use Question – Answer Relationship as teaching strategy in reading comprehension especially recount texts since this strategy gives positive effect to the students’ reading comprehension. By applying this strategy, the teachers need to give more attention on how to improve students’ comprehension on the language feature and identifying inferences when implementing Question – Answer Relationship strategy in the class. Then, a variety of innovation in making use of both media and teaching strategy be applied to help the students effectively understand recount text. Furthermore, in order to make this strategy more effective in teaching and learning process, the time spent during teaching reading using Question – Answer Relationship should be controlled and considered.
2. For students
The students have to be active in the class and pay more attention to the lesson that has been explained by the teacher in order to be able to comprehend texts especially recount texts. Therefore, their ability in finding main idea, factual information, guessing vocabulary, inference, and reference could be good.
3. For further researchers
The further researchers need to try this strategy to other levels of students in various contexts in order to discover its effectiveness in developing the students’ ability.

BLIBIOGRAPY

- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Francisco: Longman. Calderon, M., Hertz – Lazarowitz, R., & Slavin, R. 1998. Effects of Bilingual Cooperative Integrated Reading and Composition on Students Making the Transition from Spanish to English Reading. *The Elementary School Journal*.

Celce, M. M., & Mc, I. L. (1979). *Teaching English as a Second or Foreign Language*. Massachusetts: Newbury House Publishers, Inc.

Gay, L.R. et al., (2000). *Educational Research: Competencies for Analysis and Application*. New Jersey: Prentice Hall

Hatch, E and Farhady, H. (1985). *Research Design and Statistics for Applied Linguistics*. Los Angeles: University of California.

King, C., & Stanley, N. (1989). *Building Skills for the TOEFL*. Jakarta: Binarupa dan Aksara.

Patel, M. F. and Jain, Praveen M. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Vaishali Nagar: Sunrise Publishers and Distributors.

Raphael, Taffy. E., & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teacher*.