

AEMPLOYING QUESTION – ANSWER RELATIONSHIPS (QAR) TO ENHANCE STUDENTS’ READING COMPREHENSION (A CLASSROOM ACTION RESEARCH AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS OF WIDYA DHARMA UNIVERSITY KLATEN IN THE 2016/2017 ACADEMIC YEAR)

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Abstract: In teaching-learning reading, in order to know whether students comprehend what they read, teacher can ask them to answer reading comprehension questions. It may be an indication that students have low ability of reading if they cannot answer questions correctly. Considering the reason above, the researcher is interested in implementing question-answer relationships (QAR) as a strategy of reading comprehension proposed by Rafael (1986).

The objective of the research is to identify whether QAR can enhance students’ reading comprehension.. This research is classroom action research on improving students’ reading comprehension using QAR that involved three cycles. The subject of the research is the fourth semester students of English Department of Widya Dharma University Klaten. In data collecting, the research involved two sorts of data: quantitative data and qualitative data. The quantitative data is gained from test: pre- and post test. After analyzing the scores of the written test, the researcher uses a statistical technique to find mean score of the students. For collecting qualitative data, the researcher employed observation, recording/questionnaire, and interview. In analyzing qualitative data, the researcher makes use of interactive model proposed by Miles & Huberman (1984: 21-23), they are data reduction, data display, and data verification.

The findings of this research reveal that there are the improvement of students’ reading comprehension skill, participation, and motivation.. The QAR framework gives practice for students to be asked to respond to questions in the text.

Key Words: *English textbook, syllabus, 2013 Curriculum.*

INTRODUCTION

Background of the Study

Reading is an important activity. It is inseparable from modern people since it helps them elicit information in written form. By reading, people get many information and knowlegde to support their life. People can operate a machine by means of a manual.

They can do or not to do something by noticing some signs.

In teaching and learning activity, reading is introduced in early education. Students are taught reading before writing. Reading which constitutes one of English language skills is also beneficial in English language teaching. When students read texts, for instance, the texts that students read can be useful to

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support their writing skill and enrich them with vocabularies, grammar, and so on.

In order to know whether students comprehend what they read, teacher can ask them to answer reading comprehension questions. It may be an indication that students have low ability of reading if then they cannot answer many questions correctly. Besides, traditionally, having students answer teacher-created questions has been an accepted practice for guiding as well as assessing student comprehension.

According to Raphael (1982: 182), “when students have difficulty answering questions, we often assume it is because they have not read carefully. However, it may actually be that they need to be taught how to analyze a question in order to find the correct answers”. This difficulty may occur across levels of education. It also takes place in English instructional process of at Widya Dharma University Klaten.

From pre-observation of the third semester students, it shows that the students get bored and less motivated to join the instructional activity. This condition may be one of the reasons why students’ reading comprehension is low.

Besides, the fact that the students’ reading comprehension is low can be associated with students less recognizing how to find the answer of comprehension questions.

Considering the reason above, the researcher is interested in implementing a strategy of comprehension proposed by Rafael (1986: 516-521): question-answer relationships (QAR). The strategy is aimed at improving students reading comprehension skill. It helps students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search

for answers based on an awareness of what different types of questions look for. Even more important is understanding where the answer will come from.

QAR comprises two board categories: “In the Book” that includes question of “Right There” and “Think and Search” and “In my Head” that comprehends question of “On My Own” and “Author and You”. They are explained as follows:

- a. “Right There” is questions require readers to go back to the passage and find the correct information to answer the question.
- b. “Think and Search” is questions usually require readers to think about how ideas or information in the passage relate to each other.
- c. “On My Own” is questions can be answered using readers’ background knowledge on a topic. This type of question does not require readers to refer to passage. “On My Own” questions sometime include the words “In your opinion..”, “Based on your experience..”, “Think about someone/ something you know..”.
- d. “Author and You” is questions require readers to use ideas and information that is not stated directly in the passage to answer the question. These questions require you to think about what you have read and formulate your own ideas or opinions.

By categorizing the questions into generally two categories: “In the Book” and “In my Head”, it is hoped that students will be much easier to answer questions. They do not, for instance, consume too much times just to find answer that do not belong to “Right there” since they assume that every question’s answer is directly stated somewhere in the text, if only they look hard enough.

Concerning those reasons above, the researcher is encouraged to conduct a classroom

action research pertaining to employing QAR to enhance students' reading comprehension at the fourth semester students of English Department of Widya Dharma University Klaten in the 2016/2017 Academic Year.

The Problem Statement

Considering problem of reading comprehension the students encounter, the researcher formulates the problem is being studied as follows:

1. Can Question-Answer Relationship (QAR) strategy assist students to enhance their reading comprehension?

The Objectives of the Study

The objectives of the study is as follows:

1. To identify whether QAR can enhance students' reading comprehension.

The Benefits of the Study

This study is expected to have three kinds of benefit:

1. For the Students

The research is hoped to help students promote their reading comprehension and literacy proficiency by providing them QAR as an alternative strategy of reading comprehension.

2. For the Teacher/Lecturer

The result of the research can be used as information of teaching reading experience. The teacher/lecturer can make use of QAR as an alternative of reading comprehension strategy to provide students devices to comprehend reading materials and finally to enhance students' reading comprehension.

3. For Other Researcher

Other researcher can make use the result of the research as reference for further research especially pertaining to Question-Answer Relationship (QAR) as an alternative strategy to improve reading comprehension.

REVIEW OF RELATED LITERATURE

This chapter involves theoretical description. It discusses about reading comprehension, teaching reading, and theories about Question-Answer Relationship (QAR).

Reading Comprehension

According to Richards (1996: 15), reading is what occurs when people look at a text and select message to the written symbols in that text. Likewise, Rumelhart in Aebersold and Field (1997: 5) reading involves the reader and the text. In addition, Williams (1996: 2) affirms that reading is a process to gain understanding by looking at what has been written.

Meanwhile, reading comprehension is concerning an ability to understand what one reads by involving his experience and knowledge. Comprehension is the purpose of reading. Variations in comprehension are likely to come from different background knowledge brought to the text (Urguhart & Weir, 1998: 87).

Nunan (1992: 120) proposes that comprehension is considered as an active process to construct mental representation of meaning. It suggests that the ability of comprehension of each student is different based on knowledge, information, and experience that student himself possesses.

From the theories presented above, it can be inferred that reading comprehension is an ability to understand what he/she reads by involving his

experience and knowledge. The differences of experiences and background knowledge brought to the text can cause variation in comprehension. Then, the comprehension process itself can be referred to what good readers do when read.

Teaching Reading

Brown (2000: 7) states that teaching is showing someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. It can be assumed that teaching reading is showing or helping someone to learn reading or a perceptive process in which people look at and interact with the text, to understand, interpret and attain meaning to the written symbols in the text, by means of experiences both verbal and non verbal; reading skill and knowledge of the world.

In this case, teaching reading is conducted by giving instructions, guiding in the study of reading, providing with knowledge, causing to know or understand. In teaching reading process, it comprises presenting, practicing, and testing.

Question – Answer Relationship (QAR)

According to Cole and Chan (1994: 170), questioning is an interactive process which aims to engage students in the learning process and draw forth thoughtful responses. Questions promote learning and act in both direct and indirect ways to improve students' understanding of subject matter being taught. In addition, question asked by teachers can be used to comprehension of higher-level text as well (Aebersold & Field, 1997: 117).

Then, related to reading comprehension, Question – Answering instruction can help students get more from their reading by showing them how to

find and use information from a text to answer teacher's questions (Levin & Pressley, 1981 in Lehr & Osborn, 2005: 19). Learning Question-answering strategies can also help students locate information in a text that is related to the question. (Lehr & Osborn, 2005: 20).

Furthermore, Corner (2006) states that QAR is reading strategy in which students categorize comprehension questions according to where they got the information they needed to answer each question. Students are asked to indicate whether the information they used to answer questions about the text was explicit information, textually implicit information, or information entirely from the student's own background knowledge.

Essentially, QAR teaches students three comprehension strategies: (a) locating information, (b) determining text structures and how they convey information, and (c) determining when an inference is required (Raphael, 1986: 521). Using QAR, students will be able to recognize possible answer locations by classifying questions by type as well as monitor their comprehension of the text. Furthermore, by implementing QAR, students are simulated to think critically as the technique involves high-quality level of questions. In addition, according to Wilson, et al. (2009: 710) the QAR framework was chosen for students to be asked to respond the questions in the text. QAR gives a framework for thinking about these questions and provide students with the tools and language for identifying the relationships between text and questions. QAR cannot only guide classroom reading discussion but also assist students in becoming more strategic, or metacognitive, in their reading.

Based on the theories above, there are some points about implementing QAR in teaching reading.

First, QAR is hoped can assist students to enhance their reading comprehension. Second, the reading activity using QAR strategy is hoped can motivate and encourage the students to read especially in pre-reading activity since in this phase the teacher formulates the reading purpose by asking students to predict based on the title what the text be about. Third, introducing with QAR, the students are hoped become more actively participate during teaching-learning process. Moreover, QAR is helpful as a framework for organizing questioning activities and comprehension instruction in pre-, while-, and post reading. Then, QAR also enable teacher to reform for literacy instruction oriented toward higher level thinking.

Here, presented the QAR framework that used to frame the teacher modeling of question-asking practices during the reading cycle (adopted in Raphael & Au, 2005).

Table 1. The QAR Framework

| Reading Cycle | QAR | Comprehension Strategy | Questions |
|----------------|--|---|---|
| Before reading | <ul style="list-style-type: none"> - On My Own - Author and Me | <ul style="list-style-type: none"> - Activating prior knowledge - Predicting - Visualizing | <ul style="list-style-type: none"> - From the title, what do I already know that can connect me to the text? - From the title or illustrations, what might this text be about? |
| During reading | <ul style="list-style-type: none"> - Author and Me - Right There - Think and Search | <ul style="list-style-type: none"> - Making simple and complex inferences - Scanning to locate information - Summarizing, clarifying, making simple inferences | <ul style="list-style-type: none"> - What do you think will happen next?; How would I describe the mood of the story and why is this important? - Who is the main character?; What are some words that describe the setting? - What is the problem and how is it resolved?; What are the important events?; What role do the characters play in the story? |
| After reading | <ul style="list-style-type: none"> - Author and Me - Think and Search | <ul style="list-style-type: none"> - Distinguishing fact and opinion - Identifying important information | <ul style="list-style-type: none"> - What is the author's message?; How well does the author make his/her argument? - Find evidence in the text to support an argument. |

RESEARCH METHODOLOGY

Setting of the Research

This classroom action research is conducted at Widya Dharma University Klaten, in academic year 2016/2017. This university is located in Jl. Ki Hajar Dewantara, Klaten, 57438. This classroom action research is conducted from September 2016 to August 2017.

Subject of the Research

The subject of the research is the fourth semester students of English Department of Widya Dharma University Klaten. It consists of 20 students. This classroom action research is conducted there and emphasized on reading comprehension due to students' reading comprehension is low.

Research Design

The research method employed in this research is classroom action research. Burns (1999: 30) affirms that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of an action within it, involving the collaboration and cooperation of researchers, practitioners and laymen.

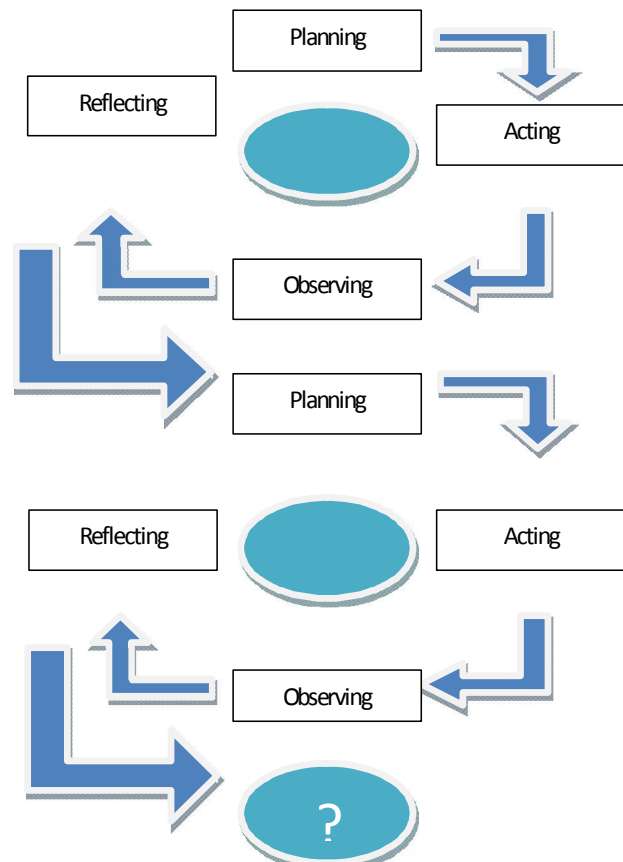
Furthermore, Kemmis and Mc. Taggart in Richards (1996: 12), action research is defined as teacher-initiated classroom investigation which seeks to increase the teacher's understanding of classroom teaching and learning, and to bring about change in classroom practice.

It implies that classroom action research is as practical problem solving in a classroom which is conducted by teacher or other individuals and intended to improve instruction and students' learning which constitutes a follow-up of descriptive and experiment research.

Research Procedure

Classroom action research can be conducted through four stages: planning, acting, observing, and reflecting. (Kember, 2000: 25, Arikunto, 2006: 16). The following is model of classroom action research and explanation of each step adopted from Arikunto (2006: 16).

Table 2. The scheme of Action Research



The Data Collecting

In data collecting, the research involved two sorts of data: quantitative data and qualitative data. The quantitative data is gained from test: pre- and post test. It is conducted in order that the researcher gained the data pertaining to whether or not there is significant improvement on students' reading

comprehension after being introduced with QAR strategy. For collecting qualitative data, the researcher employed observation, recording/questionnaire, and interview.

The Data Analysis Technique

The data analysis techniques included quantitative data analysis and qualitative data analysis, they are as follows:

1. Quantitative Data

In analyzing quantitative data, the researcher makes use of descriptive statistic analysis. The steps in analyzing quantitative data are as follows:

- a. Checking the students' answer on the written test that is carried out the implementation of Cycles whether they are right or wrong.
- b. Computing the students' correct answers.
- c. After analyzing the scores of the written test, the researcher uses a statistical technique to find mean score of the students. The researcher uses the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M = mean (the score)

$\sum X$ = the total score

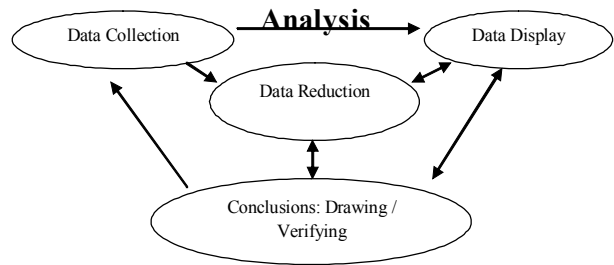
N = number of students

Formula purposed by Purwanto (1985: 38).

2. Qualitative Data

In analyzing qualitative data, the researcher make use of interactive model proposed by Miles & Huberman (1984: 21-23), they are data reduction, data display, and data verification.

Table 3. The Scheme of Interactive Model



- a. Data reduction is a process of selection, simplification, and transformation from source of data into a coherent description.

In this case, the researcher takes some notes and describes the real condition of the observation that researcher does. Later, the researcher writes a coherent description from the observation notes. The data reduction may be executed by summarizing, coding, or focusing on specific aspects.

- b. Data display: an organized information that lead to conclusion and interpretation.

The data display helps the researcher understand what is happening and what should do based on the understanding.

- c. Data verification: in this case, the researcher makes summary or conclusion of the research.

The conclusion is drawn continuously throughout of the course of study. In other word, the conclusion is made step by step. The temporary conclusion is made in the first cycle, and then comes to revise conclusion of the second cycle, third cycle, and / or the last cycle needed. Here, the researcher writes the conclusion according to his observation and interpretation.

THE FINDINGS AND DISCUSSION

The Findings of the Research

Based on information in preliminary research, it is informed that the students's reading comprehension was low. An indication that students had low ability of reading was when they could not answer many questions correctly. Referring to reading comprehension score obtained in preliminary research reflects that students' reading comprehension was low: the mean score is 5.3 with the highest score is 70 and the lowest score is 43.

From pre-observation, it showed that the reading lecturer still used traditional technique: the lecturer asked the students to read a text, check students' vocabulary and pronunciation. She then administered reading comprehension test without providing the student comprehension strategy. Here, the fact that the students' reading comprehension was low could be related to students less recognizing how to find the answer of comprehension questions. The students often assumed that the answer of every question can only be found in the text, whereas, the answer of questions, sometimes, could only be found in the readers' head.

Considering the reason above, the researcher was interested in implementing a strategy of comprehension proposed by Rafael (1986: 516-521): question-answer relationships (QAR). The strategy is aimed at providing students reading comprehension skill. It helps students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. Even more important is understanding where the answer will come from.

The Research Implementation

This classroom action research on improving students' reading comprehension using QAR involved three cycles. Each cycle consisted of three meetings, two meetings for implementation of QAR in teaching reading and one meeting for post test.

1. Cycle 1

In this cycle, the researcher gave the description of the implementation of QAR in teaching reading that covers: planning, acting, observing, and reflecting.

a. Planning

In this stage, the researcher asked for permission to lecturer of reading subject to conduct the research. Next step was designing lesson plan. The researcher then discussed and cooperated with the lecturer in designing research instruments, i.e. reading assessment, protocol interview, and observation sheet.

b. Acting

Here, acting constitutes the implementation of activities designed in planning. It includes three meetings.

1) The first meeting

The instructional material used was authentic material, it was Folktales and Myths, entitled "Feathertop". For the learning activity, as it was focused on reading comprehension, the lecturer made use of three-phase approach: pre-reading, while-reading, and post-reading. She also employed QAR (question-answer relationship) as a strategy of reading comprehension.

a) Opening

Entering classroom, the lecturer greeted the students “good morning”, and the students replied “good morning Ms”. The lecturer checked attendance list by calling students’ name listed one by one, no student was absent that day.

b) Main Activity

In pre-reading, the lecturer introduced a comprehension strategy named QAR (question-answer relationship). She explained and showed function of QAR. The lecturer then gave example of both question categories and conveyed how to find the answer, whether from the text or from the students’ own head (experiences). In other word, the teacher modeled how to use and deal with QAR.

After introducing, practicing, and modeling the QAR, the lecturer then, in pre-reading, informed the students that they would have a text entitled “Feathertop”. In order to activate students’ prior-knowledge the lecturer purposed On My Own question, “What do you already know from the title?”, some of the students were rushed, raising their hand to give their response, predicting or answering the teacher’s question. The answer was heterogeneous. Next, the lecturer asked the students to predict what would they find in the text by proposing question of Author and Me category “What might this text be about?”.

In while-reading, the lecturer asked the students to make a group consisted of 6-7 students, and then distributed a text

entitled “Feathertop”. The students read the text given to them silently, searched information in the text, as it was their purpose formulated in pre-reading. Later, the lecturer asked the students to match the information provided by the text with their prediction in pre-reading.

After reading the text, the teacher checked students’ comprehension by proposing some questions, “.....”, (Author and Me), “What is meant by ...?” (Right There), and “Why is ...? (Think and Search). The lecturer also asked students the QAR category of each question and asked them how to find the answer/information for the questions. The students work in group to answer the questions.

In post-reading, as a reflection of what students read, the lecturer purposed some questions, “What is the author message?” (Author and Me), and “According to the text, what are?” (Think and Search).

c) Closing

In closing activity, the lecturer made conclusion and gave feedback toward the learning process. Afterward, the lecturer gave homework to reread the text and rewrite the story with their own words. Finally, the lecturer ended the class by saying “Thank you for your attention today. Good bye and have a nice day”.

Soon after the class was over, some students were interviewed informally by asking students’ feeling about activity they already had.

2) The Second Meeting

The second meeting, the material was text entitled “The Miserly Old Woman”. In this learning activity, the lecturer still focused on reading comprehension by implementing QAR strategy.

a) Opening

The lecturer greeted the students, then she checked attendance list by calling students’ name one by one.

b) Main activity

In main activity, the lecturer asked the students to submit their homework, and asked one of the students to reread her work. The lecturer asked the students again “What the author message?” (Author and Me category). Then, the lecturer explained again about QAR and gave more examples of the categories.

In pre-reading, the lecturer informed that they would discuss a text entitled “The Miserly Old Woman”. The lecturer asked students “What do you already know from the title?” and explained that it was On My Own category. The students gave response enthusiastically. The lecturer also gave questions from other category of QAR.

Then, the lecturer asked the students to make a group n distributed a text entitled “The Miserly Old Woman” in the while-reading activity. The students read the text enthusiastically but silently. In this activity, the lecturer also gave some questions based on the text using QAR category.

In post-reading, the lecturer asked the questions “Where is the woman save her treasure?”, “Did the man found it?” (Think and Search); “What moral value can you get from this text?” (Author and Me).

c) Closing

In closing activity, the lecturer ended the class and interviewed some students informally.

3) Third Meeting

a) Opening

The lecturer greeted the students and checked attendance list by calling students’ name one by one. All of the students attended the class that day.

b) Main Activity

The lecturer said the students that today was post-test. The lecturer delivered the paper of questions, then the students did the test carefully.

c) Closing

In closing activity, the lecturer said thank you for the students’ partisipation. Then, she ended the class by saying “good bye”. And the students replied “Bye, thank you mom”.

c. Observing

In observing, the techniques used were observation and interview. The observation was conducted during the reading instructional process using QAR and was done by the researcher along with the lecturer in each meeting while the interview was conducted by the researcher to the students in the end of each meeting. It was done by interviewing some students about the instructional process.

The improvement of Students' Reading Comprehension Skill

Table 4. The Result of Pre-Test Compared with Post-Test in Cycle 1

| Elements | The Mean Score of Pre-test | The Mean Score of Post-test Cycle 1 |
|------------------------|----------------------------|-------------------------------------|
| Explicit information | 60.5 | 63.1 |
| Implicit Information | 52.5 | 54.7 |
| Main Idea | 54.3 | 56.3 |
| Making Prediction | 47.8 | 49.7 |
| Communicative Function | 54 | 55.8 |

d. Reflecting

Reflecting was aimed at examining the strong points and the weak points of the first cycle. In this case, the weak points were functioned to make recommendation that would be used to design planning for next cycle. Here, the reflection covers the strong points and the weak points of enhancing reading comprehension by means of QAR and recommendation.

1) The Strong points

The researcher identified the strong points in the cycle one as follows: a) the mean score of identifying explicit information was improved. It might be said that the target score of the skill was achieved. b) the students were more interested and motivated to read especially when the lecturer, in pre-reading, proposed On My Own question e.g “What you do already know according to the title?”. It was intended to facilitate students' schemata activation.

2) The Weak Points

The weak points were found by the researcher: a) some students felt hard when identifying implicit information or dealing with Think and Search Question, it might be because they got difficult to make simple summary, so they required more training and explanation for that. b) the students still got confused to find main idea. It was most likely because they did not realize that main idea can be recognized using Think and Search, and finding the topic sentence as it states the main idea. c) some students got difficulty to identify communicative function and make prediction when the lecturer purposed Author and Me question. They found it hard to do, while they need more explaining and guiding to prosper when dealing with such questions.

3) Recommendation

Referring to the weak points emerge in cycle 1, the researcher along with the lecturer recommended for the next cycle: a) The teacher should tell the students to make simple summary by combining information in a paragraph or even over a passage to identify implicit information (Think and Search). b) Then, the students must be realized that realize that main idea can be recognized using Think and Search and finding the topic sentence as it states the main idea. c) The teacher should tell the students that they need to activate their previous information pertaining to characteristic of a text according to its genre to recognize communicative function. d) the teacher should ask the students to relate between information in a text and information stored in the head

(schemata) to make prediction. e) The teacher should give more example on how to use the steps to deal with Think and Search and Author and Me Questions.

2. Cycle 2

Considering the problems found in the implementation of QAR to enhance students' reading comprehension in cycle 1, it suggested that there should be next cycle. The implementation of cycle 2 was referred to what recommended in the end of cycle 1.

a. Revised Planning

The implementation of cycle 2 was referred to the recommendation purposed in the end of cycle 1. In the cycle 2, the students should be more trained and given more explanation of using QAR strategy to deal with implicit information, find main idea, make prediction, and identify communicative function. To identify implicit information, the teacher should remind the students that they might use the steps to deal with Think and Search question: Skimming or rereading, looking for important information, and making simple summary. Then to recognize main idea, the teacher should tell the students that they might use the steps to deal with Think and Search question and then find the topic sentence as it states the main idea.

b. Acting

1) First Meeting

a) Opening

The lecturer greeted the students warmly, then she checked attendance list by calling students' name one by one. She reviewed previous lesson and reminded the

students the steps of QAR especially to deal with question of main idea, implicit information, prediction and communicative function.

b) Main Activity

In pre-reading, the lecturer asked the students to make a group consisted of 3-4 students and then informed the students that they would discuss a text entitled "The Story of an Hour". In order to activate students' background-knowledge, the lecturer purposed On My Own question, "What might this text be about?". The students answer the questions heterogenously. After listening the students' answers, the lecturer said, "Well, if you want to know whether or not your prediction is correct and if you want to know more information, let's read the text". The lecturer said so in order to formulate reading purpose and motivate students to read the text.

In while reading, the lecturer distributed a text entitled "The Story of an Hour". Receiving the text, the students read the text silently and searched information needed as it was formulated in pre-reading. The lecturer then, asked the students to match their prediction with the information provided by the text. In order to check students' comprehension, the lecturer purposed some questions "What is the purpose of the writer?" (Author and Me), "What does it refer to in the sentence 'There was something coming to her and she was waiting for it, fearfully'". (Right There), and more questions.

The students worked in group comprised 3-4 students, cooperating and discussing to answer lecturer's questions while the teacher monitored the group work. Compared with the

group in the previous cycle involved 6-7 students each group, this smaller group was much easier to control. Besides, the lecturer on and on reminded and encouraged every student to take a part in his/her group, giving his/her contribution.

In post-reading, the lecturer asked students some questions (Author and Me) and (Think and Search) as the reflection of what they read. Most of the students had known that the question proposed by the lecturer was Author and Me question, but it seems that the problem they still had was found it was hard to make a complex inference. Then the lecturer asked the students to reread the text and showed the students what to do to answer the question. After that, the teacher asked all the students identified cohesive devices, reference, and tenses used in the text. She also asked the students to find the vocabularies that they did not know the meaning and found out the meaning of those new vocabularies using dictionary. After checking the meaning of the new vocabularies, the lecturer asked the students to memorize them.

c) Closing

In closing activity, the lecturer made conclusion and gave feedback toward the learning process, then she ended the class and interviewed some students informally.

2) Second Meeting

a) Opening

As usual, entering the classroom, the lecturer greeted the students, then she checked attendance list by calling students' name one by one.

b) Main Activity

In pre-reading, informed the students that they would have a text entitled "Vanity and Pride". In order to activate students' prior-knowledge and to get more response from the students, the lecturer provided some questions of On My Own and Author and Me category.

In while-reading, the lecturer distributed a text entitled "Vanity and Pride". The students read the text silently and searched information needed as it was formulated in pre-reading. The lecturer asked the students to match their prediction with the information provided by the text. In order to check students' comprehension, the lecturer posed some questions of Author and Me and Right There category.

In post-reading, the lecturer asked the students a question as the reflection of what they read: "What does the writer suggest?" (Author and Me). Most of the students had already known that the question belongs to Author and Me but some of them were still difficult to understand how and what to do with the question. For that, the lecturer reminded the students how to deal with the question "It's Author and Me question, to answer the question you have to make the conclusion of what you read".

c) Closing

In closing activity, the lecturer made conclusion and gave feedback toward the learning process, then she ended the class and interviewed some students informally.

3) Third Meeting

a) Opening

The lecturer greeted the students, then she checked attendance list by calling students' name one by one.

b) Main Activity

That day, as was informed in the previous meeting, students would have post test. The test covered several reading skills: identifying cohesive devices, recognizing communicative function, mentioning the main idea, getting explicit message, interpreting implicit message, and making prediction (predicting what will happen).

c) Closing

In closing activity, the lecturer ended the class and interviewed some students informally.

c. Observing

The improvement of Students' Reading Comprehension Skill

Table 5. The result of post-test in cycle 1 compared

| Elements | Preliminary research | The Mean Score of Post-test in Cycle 1 | The Mean Score of Post-test Cycle 2 |
|------------------------|----------------------|--|-------------------------------------|
| Explicit information | 60.5 | 63.1 | 65.3 |
| Implicit Information | 52.5 | 54.6 | 57.3 |
| Main Idea | 54.3 | 56.3 | 63.1 |
| Making Prediction | 47.8 | 49.7 | 51.6 |
| Communicative Function | 54 | 55.8 | 59.6 |

d. Reflecting

1) The Strong points

The strong points from cycle 2 are:

a) The mean score of finding explicit information was improved from 63.1 to 65.3.

b) the mean score of recognizing main idea was improved 56.3 to 63.1.

c) the students enjoyed the teaching-learning activity when the teacher implemented QAR to teach reading comprehension and they did not feel burdened with the activity as QAR provided them with a strategy to deal with reading comprehension questions.

d) the students were easier to control and became more active when the group of students was reduced.

2) The Weak Points

According to post-test in cycle 2, the mean score of recognizing communicative function, interpreting implicit information, and making prediction still needed improving.

e. Recommendation

The recommendation from this cycle are:

a) the lecturer should ask the students to reread the text, combine the information in the text, then make simple summary to identify implicit information.

b) the lecturer should be more patient to provide clearly more explanation and guidance, more particularly, to deal with higher level questions.

c) the students needed to be more encouraged and motivated in teaching-learning process as it could be seen when the teacher asked the students' opinion as the reflection of what they read, most of them were passive and did not share their opinion or give any response.

3. Cycle 3

a. Revised Planning

The revised planning was made as the recommendation from previous cycle.

b. Acting

1) First Meeting

a) Opening

The lecturer entered the class and greeted the students, then she checked attendance list by calling students' name one by one. The lecturer reviewed previous lesson and reminded the students about the steps to answer Think and Search question to recognize implicit information and the steps to answer Author and Me question to make prediction by mentioning the steps and then asked the students to repeat. She also reminded the students to use the steps to answer Author and Me question especially to identify communicative function: rereading, thinking about what you already knows (e.g. the generic function and generic structure of a text) and what the author says, and predicting.

b) Main Activity

In pre-reading, the lecturer informed the students that they would discuss a text entitled "Robert Louis Stevenson". The lecturer always activate the students' background-knowledge by purposing On My Own and Author and Me category.

In while-reading, the teacher distributed a text entitled "Robert Louis Stevenson". The students read the text silently and searched information needed as it was formulated in pre-reading. The lecturer asked the students to match their prediction with the information provided by the text. In order to check students' comprehension, the lecturer purposed some questions of Author and Me and Right There category. The students worked in group

consisted 3-4 students, cooperating, discussing to answer lecturer's question while the teacher monitored the group work. The lecturer always reminded and encouraged every student to take part in their group, giving their contribution.

In post-reading, the lecturer asked the students some questions as the reflection of what they read. "What does the writer suggest?" (Author and Me). Stimulating the students to reflect what they read and think creatively, the lecturer asked the students' opinion related to the text they had read. After that, the lecturer asked all the students to identify cohesive devices, reference, and tenses used in the text. he also asked the students to find the vocabularies that the students did not know the meaning and find out the meaning of those new vocabularies using dictionary. After checking the meaning, the lecturer asked the students to memorize them.

c) Closing

In closing activity, the lecturer made conclusion and gave feedback toward the learning process, then she ended the class and interviewed some students informally.

2) Second Meeting

a) Opening

As usual, the lecturer entering the class, greeted the students, and then she checked attendance list by calling students' name one by one.

b) Main Activity

In pre-reading, the lecturer informed the students that they would discuss a text entitled "Hamlet". The lecturer always activate the

students' background-knowledge by purposing On My Own and Author and Me category.

In while-reading, the teacher distributed a text entitled "Hamlet". The students read the text silently and searched information needed as it was formulated in pre-reading. The lecturer asked the students to match their prediction with the information provided by the text. In order to check students' comprehension, the lecturer purposed some questions of Author and Me and Right There category.

In post-reading, the lecturer asked the students a question as the reflection of what they read: "What does the writer suggest?" (Author and Me). Stimulating the students to reflect what they read and think creatively, the lecturer asked the students' opinion related to the text they had read. The lecturer, on and on, encouraged the students to actively participated by giving their responses.

c) Closing

In closing activity, the lecturer made conclusion and gave feedback toward the learning process, then she ended the class and interviewed some students informally.

3) Third Meeting

a) Opening

The lecturer greeted the students, then she checked attendance list by calling students' name one by one.

b) Main Activity

That day, as was informed in the previous meeting, students would have post test. The students did the test seriously.

c) Closing

In closing activity, the lecturer ended the class and interviewed some students informally.

c. Observing

Observing was conducted in order to know the effects of the implementation of QAR to improve students' reading comprehension and was aimed at knowing how effective QAR to promote students' reading comprehension. It was also aimed at finding out the strong points and the weak points of QAR to enhance students' reading comprehension.

In observing, the techniques used were observation and interview. The observation was conducted during the reading instructional process using QAR and was done by the researcher along with the lecturer in each meeting while the interview was conducted by the researcher to the students in the end of each meeting.

Here, the result of the research:

The improvement of Students' Reading Comprehension Skill

Table 6. The result of post-test in cycle 3 compared with post test in cycle 1 and cycle 2.

| Elements | Mean score of preliminary research | Mean score of post-test cycle 1 | Mean score of post-test cycle 2 | Mean score of post-test cycle 3 |
|------------------------|------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Explicit information | 60.4 | 63.1 | 65.3 | 67.9 |
| Implicit information | 52.5 | 54.7 | 57.4 | 63.2 |
| Main idea | 54.3 | 56.3 | 63.1 | 65 |
| Making prediction | 47.8 | 49.7 | 51.6 | 57.6 |
| Communicative function | 54 | 55.8 | 59.1 | 64.2 |

Based on the result of post-test in cycle 3, the higher score was 80% and lowest score was 47. The students' score in the third cycle was increased compared with the students' score in post-test of previous cycles.

d. Reflecting

1) The Strong points

The researcher identified the strong points in the cycle one as follows: a) students' main score was improved (57.3). b) the mean score of most students' reading skills might be considered achieved: finding explicit information (67.6%), recognizing main idea (64.8), identifying communicative function (64), and recognizing implicit information (63). Then, after experiencing reading activity using QAR, the students had begun understand well how to deal with QAR categories. The questions made them more understand what they read. When giving their responses or answering the lecturer's questions, the students no longer felt afraid as the lecturer was patient and was not angry if the students made mistake or wrongly answered the questions.

2) The Weak Points

The students still had difficulty to make complex inference or deal with higher level question. This probably occurred since the students still needed more training and required to be more accustomed with higher level questions.

3) Recommendation

The researcher suggest that the students must be more accustomed and trained with higher-level question by providing them with sample of examples and exercises of it. It is

hoped that the students will be more familiar with and successfully deal with higher-level question in order to become critical reader. For that, the lecturer may use QAR for subsequent reading activities that facilitate him/her with a framework of balanced question instruction.

Discussion

1. The Improvement of Students' Reading Comprehension Skills.

Referring to students' reading comprehension score, it indicates that the implementation of QAR in reading activity is helpful and beneficial. Wilson, et al. (2009: 710) asserts that the QAR framework was chosen for the professional development initiative because a common practice for students to be asked to respond the questions in the text.

2. The Benefits of QAR

There are benefits in using QAR as a framework for reading comprehension instruction as well as a framework for comprehension strategy use, for lecturer, using QAR to frame the questioning activities within the reading cycle guides their modeling of question-asking practices in the before, during, and after reading phases. (Raphael & Au, 2005: 214). Furthermore, according to Wilson, et al. (2009: 710), the QAR framework was chosen for the professional development initiative because a common practice for students to be asked to respond to questions in the text. QAR gives a framework for thinking about these questions and provide students with the tools and language for identifying the relationships between text and questions. QAR cannot only guide classroom reading discussion but also assist

students in becoming more strategic, or metacognitive, in their reading.

CONCLUSION AND SUGGESTION

Conclusion

The researcher presents the conclusion of several views according to the findings in implementing QAR strategy to enhance students' reading comprehension. First, QAR can assist students to enhance their reading comprehension. Understanding QAR initially helps them understand that information from both texts and their knowledge base and experiences is important to consider when answering question. As a tool for the students, QAR instruction can provide the basis for three comprehension categories: 1) locating information, 2) determining text structures and how these structures may convey information, and 3) determining when an inference would be required or invited.

Second, the reading activity using QAR strategy motivated and encourages the students to read especially in pre-reading activity since in this phase the lecturer formulates the reading purposes by asking students to predict based on the title what the text about. Besides, they think that the lecturer does not only ask them questions but show the way how to find the answers as well. Moreover, the questions made them more understand what they read.

Third, introducing with QAR, the students became more actively participated during teaching-learning process. QAR is helpful as a framework for organizing questioning activities and comprehension instruction in pre-, while-, and post-reading. then QAR also enables lecturer to reform for literacy instruction oriented toward higher level thinking.

Suggestion

Related to the result of the actions, there are some suggestions:

1. To the English Teacher or Lecturer of Reading Subject.

This study can be used as a reference for the English teacher or lecturer of reading subject in improving the teaching quality, especially in teaching reading, by applying Question-Answer Relationship (QAR). The students should be encouraged to be active in learning by giving questions based on kinds of QAR categories. Those categories of questions make students understand the kind of questions and guess the answer easily.

2. To the students

The researcher hopes that these research findings can be used as a reference for the students to gain their reading comprehension skill. By understanding the research's result, the students will know how to improve their reading skill. Thus, the students can motivate themselves to get a better achievement in reading.

3. To other researchers

Finally, this research is expected to be useful to other researchers particularly those who are interested in conducting a similar research, especially by implementing Question-Answer Relationship (QAR).

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Employing Question – Answer Relationships (QAR) to....

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