THE EFFECT OF USING QUESTION - ANSWER RELATIONSHIP (QAR) STRATEGY AND READING INTEREST ON STUDENTS' READING COMPREHENSION AT GRADE VIII OF SMPN 2 KOTA SOLOK

THESIS

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Submitted as partial fulfillment of requirements to obtain
a degree of Magister of Education

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
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2017

ABSTRAK

Auliatisny Aziz. 2017. Pengaruh Penggunaan *Question – Answer Relationship (QAR) Strategy* dan Minat Baca terhadap Pemahaman Membaca Siswa di Kelas Dua SMP Negeri 2 Kota Solok. Tesis. Program Pendidikan Bahasa Inggris. Pasca Sarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan pengaruh penggunaan *Question–Answer Relationship (QAR) Strategy* dan Minat Baca terhadap pemahaman membaca teks deskriptif siswa di kelas VIII SMPN 2 Kota Solok. Disain penelitian adalah penelitian eksperimen semu dengan rancangan *factorial 2 x 2*. Populasi penelitian ini adalah siswa kelas VIII pada tahun akademik 2016/2017 yang terdiri dari 10 kelas (324 siswa). Sampel penelitian dipilih dengan menggunakan *cluster random sampling.* Sampel penelitian kelas VIII.1 terpilih sebagai kelas eksperimen yang terdiri dari 32 orang siswa dan kelas VIII.2 terpilih sebagai kelas kontrol yang juga terdiri dari 32 orang siswa. Instrumen yang digunakan untuk mengumpulkan data adalah tes pemahaman membaca teks deskriptif dan angket minat baca. Instrumen telah diujicobakan terlebih dahulu kepada grup lain yang memiliki kemampuan seimbang dengan grup eksperimen dan kontrol. Data penelitian yang didapat dianalisa dengan menggunakan tes *Lilieford* untuk normalitas, tes varian untuk menguji homogenitas, t-test dan ANOVA untuk menguji hipotesis. Hasil Penelitian menunjukkan bahwa: (1) Strategi *Question – Answer Relationship (QAR)* memberikan pengaruh signifikan terhadap pemahaman membaca siswa dibandingkan dengan siswa yang diajar menggunakan strategi *Small Group Discussion*, (2) Siswa yang memiliki minat baca tinggi yang diajar melalui strategi *Question – Answer Relationship (QAR)*memiliki hasil lebih baik terhadap pemahaman membaca dibandingkan siswa yang memiliki minat baca tinggi yang diajar menggunakan strategi *Small Group Discussion*,(3) Siswa yang memiliki minat baca rendah yang diajar melalui strategi *Question – Answer Relationship (QAR)*memiliki hasil lebih baik terhadap pemahaman membaca dibandingkan siswa yang memiliki minat baca rendah yang diajar menggunakan strategi *Small Group Discussion*,(4) Tidak ditemukan adanya interaksi yang signifikan antara strategi pembelajaran dengan minat baca terhadap pemahaman membaca siswa. Kesimpulannya, strategi pengajaran menggunakan *QAR* memberikan hasil yang lebih baik terhadap kemampuan pemahaman membaca siswa dibandingkan strategi *small group discussion.* Akan tetapi tidak terdapat interaksi antara strategi pembelajaran dengan minat baca dalam kemampuan pemahaman membaca siswa.

ABSTRACT

Auliatisny Aziz. 2017. The Effect of Using Question – Answer Relationship (QAR) Strategy and Reading Interest on Students' Reading Comprehension at Grade VIII of SMPN 2 Kota Solok. Thesis. English Language Education. Graduate Program of Universitas Negeri Padang.

This research was aimed at finding out the effect of using Question – Answer Relationship (QAR) Strategy and reading interest on students' reading comprehension of descriptive text at grade VIII of SMPN 2 Kota Solok. The design of the research was quasi experimental with factorial design 2x2. The population of this research was the students at grade eight of SMPN 2 Kota Solok in academic year 2016/2017 which consisted of 10 classes (324 students). The samples were chosen by using cluster random sampling. The samples were VIII.1 as experimental class (32 students) and VIII.2 as the control class (32 students). The instruments were applied using reading comprehension test of descriptive text test and reading interest questionnaires. These instruments were tried out first to other group which had similar capabilities to both experiment and control class. The data were analyzed by using Lilieford Test for normality testing, variance test for homogeneity testing , t-test and ANOVA for hypothesis testing. The result of this research show that: (1) The students who were taught by using Question – Answer Relationship (QAR) Strategy had better reading comprehension of descriptive text than those who were taught by using Small Group Discussion Strategy, (2) Students with high reading interest who were taught by using Question–Answer Relationship (QAR) Strategy had better reading comprehension of descriptive texts than those who were taught by using Small Group Discussion Strategy, (3) Students with low reading interest who were taught by using Question – Answer Relationship (QAR) Strategy had better reading comprehension of descriptive text than those who were taught by using Small Group Discussion Strategy, (4) There is no interaction between both strategies and students' reading interest toward reading comprehension of descriptive text. It can be concluded that QAR strategy had a significant result on students' reading comprehension than small group discussion strategy. However there was no interaction between teaching strategies and reading comprehension on students' reading comprehension.

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Saya yang menyatakan,

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ACKNOWLEDGMENTS

The writer would like to express her deepest gratitude to Allah the Almighty, the Most Merciful (the eternal be sought of all for blessing), who has led her to the completion of this thesis entitled *The Effect of Using Question – Answer Relationship (QAR) Strategy and Reading Interest on Students' Reading Comprehension at Grade VIII of SMPN 2 Kota Solok.* Then, invocation and greetings are always sent to the great prophet, Muhammad SAW.

The writer also would like to thank:

1. Prof. Drs. Rusdi, M.A., Ph. D and Dr. Kurnia Ningsih, M.A as advisors who have encouraged, contributed, motivated and guided the researcher to complete this research. Thank you very much for your kindness.
2. Prof. Dr. M. Zaim, M.Hum, Prof. Dr. Azwar Ananda, and Dr. Desvalini Anwar. M.Hum as the contributors who also gave valuable contribution and suggestion to complete this thesis.
3. The Headmaster of SMPN 2 Kota Solok, Drs. Amri Yulis, MM, and Helmi Irawati, M.Pd as English teacher and all the students in classes VIII who have helped me in doing my research.
4. Prof. Mudjiran, M.S,Kons and Devy Kurnia Alamsyah, S.S., M.Hum as the validators, the researcher says thank you so much for which is not only the time and giving help to validate the questionnaire and test but also motivate and advise the researcher.

The writer also would like to express her deepest appreciation to her family who had supported her. For Azizur Rahim and Agustina her lovely parents, and Arfianda Aziz, Amd.Kep and Afifchan Aziz her lovely brothers. Thank you so much for supporting of all this time.

The writer has done her best to complete this thesis. However, there must still be some mistakes found in this thesis. Therefore, suggestions and constructive critics are expected. Finally, the writer hopes that this thesis will be useful for the development of education especially in the field of reading comprehension.

Padang, February 2017
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a thinking process that enables readers to combine the information they read from a text with their background knowledge. The combination of the information from a text and the reader's background knowledge construct the meaning that lead to readers' comprehension. When the readers have understood and comprehend what they read, it can be said that the purpose of reading have been achieved successfully.

Reading comprehension is a complex and difficult process to do by the students as the readers. It is difficult to do because in getting information from the text, the students should have good ability in language skills and language components such as vocabulary and grammar. Both of these elements help the students to construct the meaning of the text. When the students have good ability in language skills and language components, they will comprehend the text more easily. As the result, when they face reading comprehension questions, they can answer them well.

Based on the preliminary observation and interviews done on November 2015 with some English teachers at SMPN 2 Kota Solok, it was found that many students had difficulties in comprehending text especially descriptive text. The

minimum achievement criteria (KKM) of English at SMPN 2 Kota Solok is 75 and only 41% of students could pass this criteria. It was assumed that this low achievement was caused by several problems. The first problem came from the students. Most of the students had difficulties in comprehending descriptive text because they had insufficient vocabulary. It made them confused to identify main ideas, supporting ideas, detail information, to analyze the generic structure, social function and grammatical features of the text. As the result, when the teacher asked them to answer the questions associated with the text, they could not answer them well. The second problem was most of the students had no interest to read the text. Only few of students were able to answer the questions and give responses when reading process was going on. Most of them did not pay attention. They were busy chatting with their friends or doing other activities that did not relate to the reading activities.

The third problem comes from the teaching strategy that the teacher used. The English teachers tend to use small group discussion as their strategy in teaching reading. The teachers explained the type of text first, gave the text to students, divided students in some small groups and then asked them to answer several questions related to text by discussing it in their groups. The last step was the teacher and the students discussed it together. In this process, the students often got confused since they did not get specific instruction in reading. They would read the text once or twice, and then tried to answer the questions. If they could not find the answers explicitly in the text, they would think that the text was

difficult to comprehend. As the result, they would give up answering the questions and give them over to the rest of group members. They had no interest to continue the reading activity and do other activities. Based on the problems above, the teacher should find an appropriate strategy in teaching reading to help the students comprehend the text well.

Using an appropriate strategy is important for the teachers to solve these problems. Clearly, the difficulties faced by the students in reading can be minimized by the teachers quickly if they use the strategy that is appropriate with the students' problem in learning process. By using an appropriate strategy, students' achievement in reading can be improved directly.

Related to the reading strategies used, there are many strategies proposed by some experts for teaching reading comprehension such as Know, Want, Learned (KWL) strategy, Directed Reading Thinking Activity (DRTA) strategy and Listen Read Discuss (LRD) strategy that have been used by the teachers. On the other hand, there are some strategies that give the students more clear instructions in reading comprehension in such a way that help them comprehend the text easily and answer the questions appropriately at once. Raphael as an expert who pays much attention on developing strategy instruction in reading proposed an appropriate strategy that can be used to achieve these two conditions. The strategy is called Question-Answer Relationship (QAR) strategy.

Question - Answer Relationship (QAR) strategy helps the students in comprehending a text by relating both questions and answers of the text.

According to Raphael (2006:21), QAR is a reading strategy in which students categorize comprehension questions according to where they got the information they needed to answer each question. In this strategy, the students are asked to indicate whether the information they use to answer questions about the text are textually explicit information, textually implicit information, or the information absolutely comes from the students' background knowledge. In QAR strategy, these are known as *Right There, Think and Share, On My Own* and *Author and Me questions*. It means that by using this strategy the students will get clear instruction in reading activities instead of just discussing it together in the groups without any guidance such as in small group discussion.

QAR strategy provides a space for the students to use their own background knowledge and personal experiences especially when they deal with "*On My Own"* and "*Author and Me"* question. In these types of the questions, the students are asked to answer the questions based on their background knowledge and personal experiences since the answers are not there in the text. In short, it is showed that QAR strategy makes the teacher appreciate the students not merely as the objects to teach but also the subjects from whom the teacher and the students in the classroom can learn. It is the uniqueness of Question – answer relationship (QAR) strategy that many others strategies do not provide in their step.

Furthermore, by using QAR strategy the students will be aware that not all of the answers can be found explicitly in the text. There are some questions that can

be answered by combining both the information from the text and their own background knowledge. When the students can find the relation between question and answer, it is very likely that they will be able to answer the questions well. Thus, it can be said that they are successful in comprehending the text.

Using QAR gives several advantages for students in comprehending the text. According to Conner (2006:30), QAR strategy gives the students clear instruction in reading activities. It also can allow students to assess their reading comprehension since this strategy enables students to relate between both question and answer of the text. Furthermore, QAR strategy can encourage students to train their critical thinking and it also can encourage students' reading interest.

Basically, reading interest is one of the crucial factors that can influence students' reading comprehension. Reading interest can be categorized into two levels: high reading interest and low reading interest. Both of these levels have effect whether to strengthen or weaken students' reading comprehension.

The students who have high reading interests tend to have better concentration in reading. In other words, they would not be easily disturbed to do anything that has no related to reading activities. Moreover, students with high reading interests are usually motivated to achieve the goals of reading activities. It means that when the goals of reading is to make the students comprehend the text and it is proved by seeing students ability in answering questions based on the text, the students with high reading interest will try so hard to answer the questions well.

On the other hand, the students who have low reading interest are facing the difficulties during the reading process. They have no passion to read the text since they are not motivated to achieve the goals of reading activities. When they read the text given to them, they just read it without trying to catch the idea. Furthermore, the students who have low reading interest tend to have insufficient concentration. As the result, they are easily disturbed to do other activities that have no relationship with reading process. All of these are the reasons why reading interest affect students' reading comprehension significantly.

This research was conducted to investigate whether Question-Answer Relationship strategy and high or low level of reading interest were more effective for improving students' reading comprehension. Question-Answer Relationship strategy was also applied to investigate whether the application of this teaching strategy was more effective than small group discussion strategy in improving reading comprehension at grade VIII of SMPN 2 Kota Solok.

B. Identification of the Problem

Based on the background of the problems above, there were some problems which can be identified. The first problem came from the students. Most of the students had insufficient ability of the language component such as vocabulary and grammar. The second problem came from students were deal with reading interest. It was found that the students had low reading interest. Most of them had no interest to read the text neither to be active in reading activity since they

cannot find the relation between question and answer. The third problem came from the teacher. The problem dealt with the monotonous strategy that the teacher used for such as the small group discussion. This strategy was good but it was not effective enough to use in reading comprehension since it did not give clear instruction. As the result, students' thinking process cannot develop well. The students were confused to answer the comprehension questions such as the topic, identifying main ideas, supporting ideas and detail information. Therefore, Question-Answer Relationship (QAR) strategy was expected to be able to assist the student on reading comprehension. Beside that the use of Question-Answer Relationship (QAR) strategy helps the students to build up their interest on reading.

C. Limitation of the Problem

Based on the identification of problem above, the problem of this research was limited on the strategies used in teaching reading comprehension. There were many strategies that can be used, however the research limited on the effect of using Question-Answer Relationship (QAR) strategy and students' reading interest on students' reading comprehension of descriptive text at grade VIII of SMPN 2 Kota Solok.

D. Formulation of the Problem

The problem of this research was formulated as follow: "Do Question-Answer Relationship (QAR) strategy and reading interest give better reading comprehension of descriptive text for students at grade VIII of SMPN 2 Kota Solok?"

E. Research Questions

Related to the formulation of the problem above, there were some research questions in this research:

1. Do the students who are taught by using Question-Answer Relationship (QAR) strategy have better reading comprehension of descriptive text than those who are taught by using Small Group Discussion Strategy at grade VIII of SMPN 2 Kota Solok?
2. Do the students with high reading interest who are taught by using Question-Answer Relationship (QAR) strategy have better reading comprehension of descriptive text than those who are taught by using Small Group Discussion Strategy at grade VIII of SMPN 2 Kota Solok?
3. Do the students with low reading interest who are taught by using Question-Answer Relationship (QAR) strategy have better reading comprehension of descriptive text than those who are taught by using Small Group Discussion Strategy at grade VIII of SMPN 2 Kota Solok?

4. Is there any interaction between both strategy and reading interest toward reading comprehension at grade VIII of SMPN 2 Kota Solok?

F. The Purposes of the Research

The purposes of the research were:

1. To find out whether the students who are taught by using Question-Answer Relationship (QAR) strategy have better reading comprehension of descriptive text than those who are taught by using Small Group Discussion Strategy at grade VIII of SMPN 2 Kota Solok.
2. To find out whether the students with high reading interest who are taught by using Question-Answer Relationship (QAR) strategy have better reading comprehension of descriptive text than those who are taught by using Small Group Discussion Strategy at grade VIII of SMPN 2 Kota Solok.
3. To find out whether the students with low reading interest who are taught by using Question-Answer Relationship (QAR) strategy have better reading comprehension of descriptive text than those who are taught by using Small Group Discussion Strategy at grade VIII of SMPN 2 Kota Solok.
4. To find out whether there is any interaction between both strategy and reading interest toward reading comprehension at grade VIII of SMPN 2 Kota Solok.

G. Significance of the Research

The results of this research were expected to give theoretical and practical valuable significances. Theoretically, it was expected that the result of the research can give contribution to the teacher in term of teaching strategy, especially in the field of reading comprehension. Furthermore, this research will strengthen the existing theory of teaching reading comprehension, especially the theory which related to Question Answer Relationship (QAR) strategy. This research also can be useful for the future research.

Practically, this research can give information for teacher to enhance the way they teach reading comprehension. In addition, this research can make the principle of school aware the facilitation which the teachers need in teaching English, especially in reading comprehension.

H. Definitions of the Key Terms

To avoid misunderstanding of the concept used in this research, some definitions were provided as follows:

1. Reading comprehension is a process of constructing the meaning from written text, it is based on a complex coordination of the number of interrelated sources of information in mechanistic studies.
2. Question – Answer strategy (QAR) strategy is a reading strategy that can help students to make connections between information in the selection and their prior knowledge.

3. Small Group Discussion strategy is teaching strategy that used by the teachers where the students studying and discussing the material in a group consist of three or four members in each group .
4. Reading interest is psychological factor that influence students' reading comprehension.

CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the findings and discussion, several conclusions can be drawn:

1. The students who are taught by Question – Answer Relationship (QAR) Strategy had better reading comprehension of descriptive text than those who are taught by using Small Group Discussion Strategy at grade eight of SMPN 2 Kota Solok. The Question – Answer Relationship (QAR) Strategy is emphasized on helping students in getting understanding of descriptive text by giving clear instruction. In addition, students also get better critical thinking in reading descriptive text through the activities of making relationship between questions and answer.
2. Students with high reading interest who are taught by using Question–Answer Relationship (QAR) Strategy have better reading comprehension of descriptive texts than those who are taught by using Small Group Discussion Strategy at grade eight of SMPN 2 Kota Solok. By using Question – Answer Relationship (QAR) Strategy the students who had high reading interest in experimental class got more opportunities to focus in achieving reading goal rather than the students who had high reading interest in control class.

3. Students with low reading interest who are taught by using Question – Answer Relationship (QAR) Strategy have better reading comprehension of descriptive text than those who are taught by using Small Group Discussion Strategy at grade eight of SMPN 2 Kota Solok. This occurred because the students in experimental class who were taught by QAR strategy not only can be more focus on reading activities but also can analyzed where the answer located in the text by analyzing the type of QAR questions.
4. There is no interaction between both strategies and students' reading interest toward reading comprehension of descriptive text at grade eight of SMPN 2 Kota Solok. It can be caused by reading interest is not the only factor that gives contribution toward reading comprehension of descriptive text.

B. Implication

The result of this research has some more implication in teaching English especially teaching reading. Teaching reading through Questions – Answer Relationship (QAR) strategy can affect students reading comprehension. It is proved that this strategy is better than Small Group Discussion in teaching reading. QAR strategy helps students to focus on reading the text and answering the questions associated with text. They can focus because this strategy gives clear instruction in reading activity. After

comprehending the text by making relationship between question and answer, the students become confident and interested in reading the text and sharing their ideas with friend. As the result, the students feel comfortable and enjoyable in reading. This situation is not found in Small Group Discussion Strategy. Although Small Group Discussion Strategy gives opportunities to the students to share ideas and information dealt with the text to the other members of the group, it is still not be able to increase students' reading ability as well as QAR strategy does. The Small Group Discussion Strategy do not provides students with clear instructions. Small Group Discussion Strategy is a teaching strategy used by the teacher in the school. While, by applying QAR strategy the students found a new ways make the students more interested to read.

In short, the use of Questions – Answer Relationship (QAR) strategy can be chosen as a strategy in teaching reading especially reading comprehension since it has been tested that Questions – Answer Relationship (QAR) strategy give significant effect on students' reading comprehension of descriptive text and reading interest at grade eight students at SMPN 2 Kota Solok.

C. Suggestions

Based on the conclusions and implications above, there are some suggestions. It is suggested that the English teachers in SMPN 2 Kota Solok and other teachers to use Question – Answer Relationship (QAR) Strategy. The usage of this strategy gives benefit to the students. The students can practice their reading comprehension more with their own effort, besides they feel confidence in learning. Then, it is suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides, they are suggested to conduct the same research for other skill and other kinds of text.

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