



DEVELOPING ABILITY IN ANSWERING READING QUESTION BY USING QUESTION-ANSWER RELATIONSHIPS TECHNIQUE

Sherly Marliasari

sherlymarliasari@ymail.com

Muhammadiyah University Palembang

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Abstract. The ability to comprehend the reading text is very crucial to assess the students' understanding towards what they have read. The main goal is to derive some understanding of what the writer is trying to convey and make use of that. Unless the reader cannot gather any information and use it to efficiently function. A technique called Question-Answer Relationship (QARs) was used to assist students to gain the ability to comprehend the text. This technique was technically used to identify the type of response necessary to answer question. This technique requires the students to distinguish when it is appropriate to use background knowledge or textual information to answer the question. The objectives of this study were to find out the significant differences between students' ability in answering questions of reading text, and to figure out whether the QARs technique were able to develop students ability in answering questions of reading text. The population of the study was all of the eighth graders of SMP Negeri 1 Lembak consisting of 139 students from 5 classes. 60 students were selected by using cluster random sampling method and the samples were divided into two groups, experimental and control group. The test consisted of 40 multiple choice questions. The result of data analysis showed that t -obtained 2.006, where the critical 1.67, at the significance level of 5% and df 52. This showed that there were any significant differences in students' ability in answering the question between the students who were taught by QARs and those who were not. And through this study, teaching reading by using question-answer relationships technique can significantly develop the students' ability especially to the eighth graders at SMP Negeri 1 Lembak.

Keywords: comprehension, question-answer, reading text

Introduction

Language is a tool to convey the ideas, thoughts and feelings. English is the first language in Indonesia which has an important role in developing science, technology and culture as well in establishing relationship to other nations.

In learning English there are four skills that should be mastered by the students. There are listening, speaking, reading and writing. Reading is one of the important aspects which can influence the students' success in learning English as a foreign language. Through reading book, newspaper or magazine, we can get more knowledge and information not only in our country, but also in other countries. Obviously, the student who wants to develop his knowledge should have ability and strategy in reading. In relation to this, by having ability and strategy in reading, they can read the text and then comprehend it.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading is the third of the four language skills, which are listening, speaking, reading and writing in our own language, reading is usually the third language skill that we learn.

Answering reading comprehension question is also one of the abilities in reading that requires thinking process. This sentence means that several important reading comprehension skills are needed in answering reading comprehension question such as recognize topics, main ideas, identifying key supporting points, making inferences and understanding vocabulary. To develop students ability comprehension skill in answering question of reading comprehension we can use question-answer relationships technique (QARs).

To answer reading comprehension questions is not a simple process. Based on research and interview to the teachers of English, especially those who taught the Eighth Grade Students of SMP Negeri 1 Lembak before doing experiment, the teachers found the many students had difficulties in answering question of reading comprehension, because they were sometimes confused and difficulties with the usage of Wh-question, Yes/No question, even though the answers were not in the text, they still tried hard to find the answers which lead them incorrect answers.

Alexander L.G (2000:06) states that in answering the reading comprehension question, students must be able to differentiate between the information, which is in the text and the information that they have in mind. Actually there are so many several methods in reading comprehension especially that can be used to develop students' ability in answering question of reading comprehension. One of the methods is question – answer relationships technique.

Cochran cited in revised by Alexander L.G (2004:05):” Question-answer relationships technique basically looks at the four places where an oral or written answer can be found: right there in the text (literal) in the text but not spelled out for the students (interpretive) in what students have learned and

what is in the text (application) on in their own heads (right there, think and search, You and author and on your mind)".

Based on the previous statement that question answer relationships techniques can help the students realize that the answers they are seek related to the type of question that is asked. And consider both information in the text and information from their own background knowledge. In other words by using this technique students can find the sources of the answer, where the answer is found within a single sentence in the text and where the answer is found in several sentences in the text and the answer is in the students background knowledge or a combination of the text and readers' background.

From the previous explanation, it was interested in developing students' ability in Answering Question of Reading comprehension. The title of his study is developing students' ability in Answering Question of Reading comprehension by using Question-Answer Relationships Technique to the Eighth Grade Students of the state of Junior High School 1 Lembak".

The problem of this study is formulated on the following questions:

1) Were there any significant differences between students' ability in answering question reading comprehension to the students who were taught by using Question- Answer Relationships technique and those who were not? 2) Could Question- Answer Relationships technique develop students' ability in answering question of reading comprehension?

The formulation of the study divided to be some questions, there were:

1) Were there any significant differences between students' ability in answering question reading comprehension to the students who were taught by using Question- Answer Relationships technique and those who were not at SMP Negeri 1 Lembak? 2) Could Question- Answer Relationships technique develop students' ability in answering question of reading comprehension at SMP Negeri 1 Lembak?

Based on the problems above, the objectives of this study were to:

1) Find out whether or not there were significant differences between students' ability in answering question reading comprehension to the students who were taught by using Question- Answer Relationships technique and those who were not. 2) Know whether or not Question- Answer Relationships technique can develop students' ability in answering question of reading comprehension.

Essentially, question- answer relationships technique was useful for the teachers of English in applying the teaching process. Also for the students question-answer relationships technique is useful when their faced trouble answering question of reading comprehension. To the writer himself, this study was very helpful to enlarge his knowledge through reading book which relevant to this study.

The Concept of Reading Comprehension

Reading is the skill that may often be used and is retained the longest. It concerns not only assigning the English sounds or written words but also the understanding of what is written. So that comprehension is an active process

that requires the combination of meaning from incoming information and prior knowledge.

According Wilhelm (2012:1) claim that:“Comprehension is capacity of the mind to perceive and understand”. Reading comprehension means the capacity and understands the meaning communicated by texts. Comprehension needs an active reader to construct the meaning of the texts.

Reading Comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message.

Comprehension is creative, multifaceted process dependent four language skills;Phonology, syntax, semantic, and pragmatics. And Reading Comprehension is the ability to read text, process it and understand its meaning.

Categorizing Reading Comprehension

Marliasari (2007) says: Comprehension involves thinking. As there are several various levels in the hierarchy of thinking, so is the various levels comprehension. Comprehension skills divide into four categories such as (a) Literal Comprehension, (b) Interpretation, (c) Critical reading, and (d) Creative reading. Literal Comprehension represents the ability to obtain a low-level type of understanding by using only information that is explicitly stated. Interpretation, the next step in the hierarchy, demands a higher level of thinking ability because Question in the category of interpretation are concerned with answer that are directly stated in the text but are suggested or implied. A reading is a higher level than the other two categories because it involves evaluation, the making personal judgment on the accuracy, value and truthfulness of what is read. Creative Reading uses divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the reader tries to come up with new or alternative solutions to those presented by writer.

The concept of question- answer relationships technique

According by Alexander (2005:06) state that: Question-answer relationships technique is starting with two categories of answer “ In the book “ and “in my head” The farmer includes answer that are “ right there or require putting it together” In my head” items are made of “ on my own” and “ writer and me answer”. Telly E. Raphael (2011: 11) state that QARs techniques is used to identify the type of response necessary to answer question. This technique requires the students to distinguish when it is appropriate to use background knowledge or textual information to answer question.

From the previous explanation, question-answer relationships technique arranges, the places of the answer in reading comprehension question can be found: a) In the book: The answer which based on the information in the text. b) Right there: The answer is found within a single sentence in the text. c)In my

head or in my own: The answer is the students' background of knowledge. d) putting it together: The answer is found in several sentence in the text. e) writer and me: A Combination of text and readers' background is required to answer the question.

The types of comprehension question

There are some types of comprehension question to help us add variety to our questioning. These question can be used with any reading material and involve many aspects of question, such as (a) vocabulary, (b) casual relations, (c) generalizing, (d) detecting author's point of view, and (e) comparison. Questions to help students in detect the authors' point of view with their own view. 1) Questions to encourage the students to compare things within the text, 2) Questions to encourage the students to compare elements of one material with their own experiences.

Categories of question-answer relationships technique

According to Caldwell & Leslie, (2005) claims: there are four categories in the question-answer relationships technique:

a. Right there

The answer is easy to find, usually within a single sentence using words taken exactly from the text.

b. Think and search

The answer is in the text but not in one sentence; look through the entire passage to find the answer.

c. Author and you

The answer is not in the text; you must think how to use clues from the text to figure out the answer.

d. On my own

The answer is not in the text; I do not need the text to answer the question. I already know the answer from my own background knowledge.

The benefits of question answer relationships technique in answering question of reading comprehension

The Benefits of question-answer relationships technique in answer question of reading comprehension, is empowers students to think about the text they are reading and beyond it, too. It inspires them to think creatively and work cooperatively while challenging them to use literal and higher level thinking skills (www.adilt.org/strategies/19802/) 20/11/ 2014 / 22:47). And According to Rubin (1999:199) the teachers can use to help their students gain insights into how they about reading text and answering question. It also helps students "realize" and to consider both information in the text and information in their own background knowledge.

In the question-answer relationships technique students learn to distinguish between information that they have in "their head" and information that is in "the text". Furthermore, Rubin (2001:231) his state that question-answer

relationships technique can be used to develop concepts, builds background, and process and even lead students to higher level of thinking.

Method

This study was conducted through on experimental method. And this method was used true experimental design. It means that this thesis conducted an experiment to develop students to develop students' ability in answering questions of reading comprehension. To do that, the experiment method was used. Arikunto Suharsimi (2002:06) claims: An experimental method is an approach to educational research in which an idea or hypothesis or verified by setting up situations in which the relationship between difference subjects or variables can be determined.

This experiment was done in the form of the actual teaching to the sample students who were divided into two groups: group A as an experimental group and group B as a control group. The experimental group was taught through question-answer relationships technique and control group wasn't thought through independent technique. To avoid misinterpretation about terms in this study, actually the word of developing based on word "Development" or to be development. Developing is to design, create, or improving an object, idea or other items. The phrase reading comprehension refers to the ability to understand the meaning of being read done by habit formation. It means that reading in this study will be discussed by students to get more information in answering question of reading comprehension. And according to L.G Alexander (2002:145) states that: The word question –answer relationships technique refers to a collection of graded passages and exercises for oral comprehension practice. In order to question-answer relationships technique will be used as a method of teaching students in answering question of reading comprehension.

There are two types of research variable. They are dependent variable and independent variable. In this study, dependent variable is the students reading comprehension. Independent variable is using question answer relationships technique.

According Arikunto Suharsimi (2007:108) claims that population is any group of individuals that have one more characteristics in common that are interest to the discussing. The population of this study was the eighth grade students of the State of Junior High School 1 of Lembak, there were five classes. The total students' of the population was 139.

This sample of this investigation is the eighth grade students of the State of Junior High School 1 of Lembak which are taken randomly from each class. The samples of study were taken by using cluster random sampling method. Based on this method there are two classes were chosen, they were VIII/1 and VIII/2. The writer took all of students from two classes so there were 60 students as the sample.

Discussion

Based on the calculation by using SPSS 17.0 program, the mean in the experimental group of pre-test score was 51.93 and the mean of post-test score was 70.32. The result of mean from pre-test and post test in experimental group showed that there was significant differences between the students score pre-test and post-test score. The mean in control group of pre-test score was 54.50, and the mean of post test score was 63.53. The result of mean from pre-test and post-test in the control group showed that there was the differences between the students pre-test score and post-test score but not significances as in the experimental group. Based on the statistically analysis of independent sample t-test, the result of students score in experimental group and control group that the value of t-obtained 2.006 was higher that t-table (1.671). It can be calculated that Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted, because the differences between the experimental group scores and control group there was significant differences between the students score at the eighth grade students who were taught through Question-Answer Relationships Technique of the students' scores of those who were not.

Conclusion and Suggestion

Conclusions

From the previous chapter, it can be concluded that teaching English by using question answer relationships technique helped the students to developing students' ability in answering question of reading. For the reason, students who were taught by using question-answer relationships technique tended to better in answering of question reading comprehension than that of those who were taught by using conversional technique. It can be seen from the result of this study that the students who were taught by using question-answer relationships technique had higher achievement in answering question of reading that the students who were not. Based on the findings and interpretation before, the result of student score in the experimental group and control group (value of t-obtained) using independent sample test was 2.006 was higher than the critical value 1.671 at the significant level $p < 0.05$ for two tailed test and degree of freedom (df) was 58. So the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It can be concluded that question-answer relationships technique was significant and useful way of developing student's ability in answering question of reading.

Suggestions

Based on the previous conclusion, some suggestions would like to be offered to the teachers of English, the students, and institutions. The teacher can ask some questions related to students' background, knowledge and experiences, besides the question in reading text that is question-answer relationships forms, in order to make the students interested in answering question of reading comprehension activity. The teacher can give detailed explanation about material when in learning process and encourage and motivate students to learn English especially in reading.

Thus, the students need to pay more attention to the teachers' explanation about the lesson in learning process and use question-answer relationships technique to answer the question of reading material, especially in learning English, and by practicing it; it will add their ability to answer the question of reading comprehension.

The schools are suggested to provide many collection of reading text at school library, many kinds materials such as textbooks, magazines, newspaper, media and the other valuable English books to improve students' knowledge, and improve reading ability in order that they have opportunity to apply they have got in their classroom learning at the school.

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