

**THE EFFECT OF QUESTION ANSWER RELATIONSHIPS (QARS)  
STRATEGY AND READING MOTIVATION TOWARD STUDENTS'  
READING COMPREHENSION ON DESCRIPTIVE TEXT AT GRADE X OF  
SMAN 4 LUBUKLINGGAU**

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**Abstrak:** Artikel ini ditulis untuk mengetahui pengaruh dari Strategi Question Answer Relationships (QARs) dan Motivasi Membaca terhadap pemahaman membaca siswa dalam teks deskriptif. Penelitian ini merupakan penelitian eksperimen dengan menggunakan rancangan factorial 2x2. Data penelitian ini diperoleh dari tes pemahaman membaca dalam teks deskriptif dan angket Motivasi Membaca siswa. Dalam menganalisis data digunakan analisis uji t dan anova dua arah. Hasil dari penelitian ini menunjukkan bahwa (1) Strategi Question Answer Relationships (QARs) memberikan pengaruh signifikan terhadap pemahaman membaca siswa dibandingkan strategi small group discussion. (2) Pemahaman membaca siswa yang memiliki motivasi membaca tinggi yang diajar menggunakan strategi Question Answer Relationships (QARs) lebih baik daripada siswa yang diajarkan menggunakan strategi small group discussion. (3) Pemahaman membaca siswa yang memiliki motivasi membaca rendah yang diajar menggunakan strategi Question Answer Relationships (QARs) tidak lebih baik daripada siswa yang diajarkan menggunakan strategi small group discussion. (4) Tidak ditemukan adanya interaksi antara strategi yang digunakan (Strategi Question Answer Relationships dan strategi small group discussion) dan motivasi membaca siswa terhadap pemahaman membaca siswa.

**Keywords :** *Question Answer Relationships (QARs) strategy, reading motivation, students' reading comprehension of descriptive text*

## **INTRODUCTION**

Reading is one of the important skills of English. Students who learn this language need to master good reading skill because through this skill they can enlarge their knowledge and access more information. The more they read the more their knowledge or information they have, and as well the larger their horizon is. In addition, reading is also very important for them either for getting a job or continuing their study to university.

Reading activity is the skill in getting information through the written text. It is also the activity conducted by

students in getting meaning from printed matter and from electronics media. This skill seems to be an active rather than passive process, because, the readers (or students) do not only read but also comprehend what they read about. In order to achieve good comprehension about what they read, they should do reading activity seriously. To do reading activity seriously, the students must have high motivation.

Therefore, comprehension is needed when doing reading besides listening. If students can read a text, but do not comprehend what they are

reading, they are not really reading. How much and how easily readers comprehend depend on the variables involved. These key variables of reading comprehension include the reader, the activity of reading and the text, and these three intersect to affect how well comprehension occurs. For example, the reader's background knowledge and vocabulary (reader) interact with his or her purposes for reading such as scanning for information, studying for a test, or reading for pleasure (activity) and the types of text (internet website, textbook, novel) contribute to his/her comprehension. Because reading in today's world requires comprehension of a variety of types of texts for many different purposes, teachers must attend to these three variables in teaching.

According to the English curriculum of Senior High School (Curriculum 2013), teaching English at the tenth grade is aimed to make the students able to comprehend three types of text: recount, descriptive, and narrative. In this curriculum, the basic competence that should be acquired by the students in this level is comprehending the purpose, generic structure, and language features of those three types of texts. It means that the students are able to understand and produce these types of texts.

In this research, the researcher used descriptive text based on the English curriculum of Senior High School for first semester at grade X and applicable with the strategy that was used in this research. Descriptive text is a text that should be learnt and mastered by students. A descriptive text is designed to describe about the characteristics of an object. The object may be a person, animal, place or

something (Depdiknas, 2003:30). According to Gerot and Wignell (1994:24), descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person or others. Descriptive text is a text which describes a particular person, place, animal or thing. So, the social function of the descriptive text is to describe a particular thing.

In fact, there were several problems faced by the students in reading comprehension of descriptive text. Based on the researcher's informal observation and interview with one of English teachers at SMAN 4 Lubuklinggau at grade X, a great number of the students still got difficulties in reading comprehension of descriptive text.

The first problem was the students had difficulties to comprehend the descriptive text. They did not know how to find detail information in the text. Most of the students confused to answer the comprehension questions such as the topic, in identifying main ideas, supporting ideas, detail information, and identifying references and also how to analyze the generic structure, social function, grammatical features of the text, they cannot answer the questions well. They tend not to try to reach the purpose of reading text. They read without any planning and trying to catch what the idea is conveyed.

The second problem was the students had limited vocabulary. They did not have enough vocabulary to read and understand a text well, so they got difficulties in comprehending the descriptive texts because their vocabularies are limited. It is hard for them to catch the ideas and all

information of descriptive texts. When the teacher asked them to read the text, they need to comprehend what those words in a text mean as a whole, but they got some difficulties to comprehend the text, because they always asks the teacher and their friends the meaning of unknown words, and the result. It's difficult for them to comprehend the text well. In other words, the students should have rich vocabulary as an ultimate point to comprehend the texts.

Those problems affected the students' motivation in reading comprehension on descriptive text. As we know that student's reading motivation influence reading comprehension in reading teaching learning process. Reading motivation is an important factor of the students to success in learning reading. Based on the observation most of the students did not pay attention to the teachers in teaching reading. In addition when the teachers asked the students to read texts and answer the question related to the texts, most of them did not accomplish the task. In learning reading English text, the students have different reading motivation. There are some students that have high reading motivation and there are some students that have low reading motivation. Based on the research's observation, some students that have low reading motivation did not want to read a text.

Based on the problems found above, it seems that the problems were caused by the students' difficulties in comprehend the detail information of descriptive text, limitation of vocabulary, and lack of motivation in reading comprehension. The other problem comes from the teachers' strategy in teaching reading. Based on

the researcher's observation, most of the teachers usually use conventional strategy which does not really help the students to comprehend the text. In this case, the teachers tend to use small group discussion. The teachers often asked the students to answered several questions related to text and the difficult words by discussing in the group and the last discussed them together. In this strategy, the students perform a learning task through small group interactions. Then, the teachers ask them to read the text, then make a list the difficult word, giving the meaning, after that translating the whole of the text to the students, and asking to do the exercises. This strategy seems to be monotonous and makes the students feel bored.

Regarding the problems above, in order not to make the problems happen continually, the teacher should find an appropriate strategy in teaching reading to help the students comprehend the text. There are many strategies of language teaching that can be selected for teaching reading comprehension. One of them is QARs strategy. This strategy assists students in relating prior knowledge to text information. It becomes a conscious process students actively engage in when reading texts, especially difficult reading selections. With this strategy, students become aware of the relationships between questions and answers. Students will begin to understand where the answers come from and thus are better able to answer the questions correctly.

According to Conner (2006:30), QARs serves five primary purposes. They are to help students monitor their comprehension of the text, provide a purpose for reading the text, allow students to assess their comprehension of the text, encourages elaborative and

critical thinking, and help refute the common misconception held by students that the text tells all.

From the explanation above, it is assumed that by applying QARs strategy in reading class, not only encourage students' reading comprehension but also improve their motivation in reading.

Thus, the researcher would like to conduct a research to find out the effect of Question Answer Relationships (QARs) strategy and reading motivation toward students' reading comprehension on descriptive texts at grade X of SMAN 4 Lubuklinggau.

Based on those explanations, the purposes of the research are:

1. To find out whether the students' reading comprehension taught by using Question Answer Relationships (QARs) strategy are significantly higher than those taught by using small group discussion strategy at grade X of SMAN 4 Lubuklinggau.
2. To find out whether the students' reading comprehension with high reading motivation taught by using Question Answer Relationships (QARs) strategy are significantly higher than those taught by using small group discussion strategy at grade X of SMAN 4 Lubuklinggau.
3. To find out whether the students' reading comprehension with low reading motivation taught by using Question Answer Relationships (QARs) strategy are significantly higher than those taught by using small group discussion strategy at grade X of SMAN 4 Lubuklinggau.
4. To find out whether there is an interaction between both strategies and reading motivation toward

students' reading comprehension at grade X of SMAN 4 Lubuklinggau.

## **RESEARCH METHOD**

This research is an experimental research. It includes reading motivation as moderator variable which is designed as factorial design. More specifically, thus research was 2x2 (two by two) factorial design which had two factors. Each factor had two levels.

The population of this research was the X grade students of Social Class of SMAN 4 Lubuklinggau in 2014/2015 academic year. They are X IIS 1, X IIS 2, and X IIS 3. Before selecting the sample, the researcher ensured that the population was in normally and homogeneity distribution. In this research, the researcher used cluster random sampling technique. It is found that control class is X IIS 2. It is taught by using Small Group Discussion Strategy. The experimental class is X IIS 1. It is taught by using Question Answer Relationships (QARs) strategy.

After the experimental and control class were chosen, each class was given reading motivation questionnaire which was used to know students' reading motivation in reading comprehension of descriptive text. The result of questionnaire was used to classify students with high and low reading motivation. A theory comes from Wiersma and Jurs (1990: 145). This method says after the students' are ranked from the highest into the lowest, the 27% upper group students will be grouped as students with high reading motivation. While, the 27% lower group students will be grouped as students with low reading motivation. Whereas, those samples who have average reading motivation score will not be categorized as sample because its

preferences cannot be identified whether they have high reading motivation or low reading motivation.

In this research, the researcher used two instruments namely reading motivation questionnaire and reading comprehension test. The questionnaire was used to measure students' reading motivation. Reading motivation questionnaire was distributed before treatment in order to identify high and low reading motivation. While the reading comprehension test was used to measure student's reading comprehension for both experimental and control class.

The reading motivation questionnaire was adapted from the questionnaire designed by Wigfield and Guthrie (1997). The indicators of reading motivation are the work on self-efficacy, Intrinsic and extrinsic reading motivation, and Social motivation for reading. There were 27 items for questionnaires. While the indicators of student's reading comprehension are general information, specific information, meaning of words, and critical comprehension. It consists of 35 questions from 10 texts

The data were analyzed statistically to identify whether the reading comprehension of experimental class was significant higher from the control class. After the data were collected, the normality testing, the The third is the effect of Question Answer Relationships (QARs) strategy on students' reading comprehension with low reading motivation. And the last is the interaction between teaching strategy (Question Answer Relationships (QARs) strategy and Small Group Discussion strategy) and students' reading motivation toward

homogeneity testing, and hypothesis testing were analyzed. Hypothesis 1, 2 and 3 were analyzed by using t-test and for 4<sup>th</sup> hypothesis was analyzed by using two ways ANOVA.

## **FINDING AND DISCUSSION**

In conducting the research, there were two classes chosen as the sample. Before the treatment, the sample were given the questionnaire of reading motivation in order to know the classification of students with high reading motivation and low reading motivation in both control and experimental class. The experimental class was taught by using Question Answer Relationships (QARs) strategy and the control class was taught by using Small Group Discussion strategy. At the end of the treatment, all of the samples assigned the reading comprehension test to measure students' reading comprehension.

Based on the statistical analysis of the four hypotheses testing in the data description, there are four finding which would be discussed here. The first is the effect of Question Answer Relationships (QARs) strategy on students' reading comprehension. The second is the effect of Question Answer Relationships (QARs) strategy on students' reading comprehension with high reading motivation.

reading comprehension. The detail interpretation would be discussed below

### **1. The Effect of Question Answer Relationships (QARs) strategy on Students' Reading Comprehension**

**Table 1. Result of Hypothesis 1**

Classification	Class	
	Experimental	Control
<b>N</b>	31	31
<b>Mean</b>	76	69
<b>Var.</b>	47.58	53.23
<b>t<sub>observed</sub></b>	3.435	
<b>t<sub>table</sub></b>	2.000	
<b>Sig</b>	0.001	

Based on the result of the first hypothesis, it is found that mean score of students' reading comprehension in experimental class taught by using QARs strategy is higher than the mean score of students' reading comprehension in control class taught by Small Group Discussion strategy. It can be caused by the teaching strategy which is used by the researcher, as Wang (2007:2) states that a good teaching strategy can motivate students and make them focus in the process of learning. It means that QARs strategy can improve students' reading comprehension.

Furthermore, the result of first hypothesis shows that  $t_{observed} > t_{table}$ . It means that QARs strategy gives significant effect toward students' reading comprehension than those who are taught by Small Group Discussion strategy.

Questioning has long been used by teachers as a way to guide and monitor student learning. Teacher questioning strongly supports and advances students' learning from reading. Questioning also is effective for improving comprehension because it gives the students a purpose for reading, focuses attention on what must be learned, helps develop active thinking while reading, helps monitor comprehension, helps review content, and relates what is learned to what is already known.

In this research, QARs strategy that is used in experimental class provides the students opportunity to reflect their inquiries and needs for further information in reading comprehension. According to Nanton (2012) the QARs strategy helps students understand the different types of questions. So, the students can approach the task of reading text and answering a question.

Conner et. al (2006) states that QARs strategy is a strategy of reading in which the students should categorize the question based on where they get information to answer the question, it can be explicit information (the information stated on the text), implicit information (the information unstated on the text), or information entirely from the students' own background knowledge. It means that the students are able to explore their ability to answer the question in the text especially descriptive text.

In contrast, students in control class that is taught by Small Group Discussion strategy are not able to explore their reading ability so that they got difficulties in answering the reading text especially descriptive text. It is due to the teacher only asked the students to discuss the materials and do the tasks in group. In this strategy, the teacher's role is as a facilitator. Teacher has to facilitate whether students have problem in group or not and never blame their students but should be a good guide by overcoming students' problem.

Although Small Group Discussion strategy make the students active, shared their idea, and interact during discussion class, it is still not capable to improve the students reading comprehension as well as what QARs strategy do. It also can be happened

because Small Group Discussion strategy is the common teaching strategy that usually used by the teacher in teaching reading. While, through QARs strategy the students found it as a new learning ways that make them more motivated to learn.

From the discussion above, it can be conclude that the students' reading comprehension taught by using QARs strategy are higher than those who are taught by using Small Group Discussion strategy.

## 2. The Effect of Question Answer Relationships (QARs) strategy on Students' Reading Comprehension with High Reading Motivation

**Table 2. Result of Hypothesis 2**

Classification	Class	
	Experimenta I	Contro I
<b>N</b>	8	8
<b>Mean</b>	81.75	71
<b>Var.</b>	25.93	86.00
<b>t<sub>observed</sub></b>	2.874	
<b>t<sub>table</sub></b>	2.145	
<b>Sig</b>	0.012	

Based on the result of the second hypothesis, it is found that the mean score of students' reading comprehension with high reading motivation in experimental class taught by using QARs strategy are higher than mean score of students' reading comprehension with high reading motivation in control class taught by using Small Group Discussion strategy. The mean score of students' reading comprehension with high reading motivation in experimental class is 81.75 while the students' reading comprehension mean score in control class is 71.

The different mean score of reading comprehension which achieved by both classes is influenced by some factors. First, the experimental class who is taught by using QARs strategy gets more opportunities to develop their own thinking and a role to questioning and answering and also set their own purpose on reading. So, they can increase their own progress on reading activity. In addition to assisting students in knowing how to relate the questions to their answers, the QAR provides a framework for comprehension strategy instruction. The questions posed before, during, and after reading require students to use multiple comprehension strategies as they formulate their answers (Raphael, Highfield, & Au 2006). In contrast, the students in control class do not get the chance to develop their thinking and ideas because the learning process is only focus on one of the student as the leader of the group.

Furthermore, students with higher reading motivation have much pay attention on text given by the teacher. They tended to be active in class and have more reading motivation because they have positive view toward reading activity. Reading motivation will create interesting in reading. According to Guthrie et. al (2006: 284) interest in reading is a motivational construct that has been described as a personal investment. It means that, the students who have reading motivation, they will interest in reading. So, the students who have reading motivation will want and willing to read and they will try to gain the meaning from the text that they read.

From the discussion above, it can be concluded that students with higher reading motivation who are

taught by QARs strategy have significant higher reading comprehension score than those who are taught by using Small Group Discussion strategy.

### 3. The Effect of Question Answer Relationships (QARs) strategy on Students' Reading Comprehension with Low Reading Motivation

**Table 3. Result of Hypothesis 3**

Classification	Class	
	Experimental	Control
N	8	8
Mean	74.5	69.5
Var.	38.57	27.14
$t_{observed}$	1.745	
$t_{table}$	2.145	
Sig	0.103	

Statistically, the mean score of students' reading comprehension with low reading motivation taught by QARs strategy is higher than those taught by Small Group Discussion strategy. But the result of the third hypothesis shows that the students' reading comprehension with low reading motivation taught by using QARs strategy is not significantly higher than students' reading comprehension taught by using Small Group Discussion. So, even though the mean score of students' reading comprehension with low reading motivation who are taught by QARs strategy is higher than those who are taught by Small Group Discussion strategy, it was found that the reading comprehension score still not significantly higher. So, there is no significant effect of QARs strategy toward students' reading comprehension with low reading motivation.

It means that the students can not engage their interest in reading if they are lack of motivation. So, reading motivation is a student motivation that encourages his or her interest in reading. So, in conclusion, the students with low reading motivation who are taught by QARs strategy did not significantly get higher reading comprehension than those who are taught by using Small Group Discussion strategy.

### 4. The Interaction between Teaching Strategies and Students' Reading Motivation toward their Reading Comprehension

**Table 4. Result of Hypothesis 4**

Source of variation	Sum of Square	F	Predict ion	obse rved	table
Row (reading motivation)	153.12496		153.12496	.02	.196
Column (teaching strategy)	496.12496		496.12496	.078	.196
Interaction	66.12504		66.12504	.010	.196
Within cell	178042.9063	8	6358.67522		.196

**Table 5. Interaction between Teaching Strategies and Students' Reading Motivation**

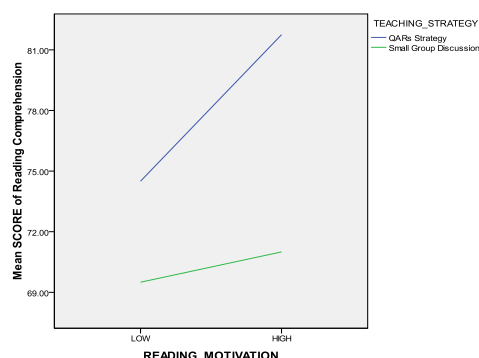


Teaching Strategy	Question Answer Relationships Strategy	Small Group Discussion Strategy
Reading Motivation		
High Reading Motivation	81.75	71
Low Reading Motivation	74.50	69.50
Mean	78.13	70.25

Based on the result of the fourth hypothesis, there is no interaction between both teaching strategies and reading motivation toward students' reading comprehension. It also could be seen from the analysis of the fourth hypothesis. The fourth hypothesis of this research shows that the result of  $F_{observed}$  is smaller than  $F_{table}$ . It means that null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_1$ ) is rejected or there is no interaction between both strategies and students' reading motivation on students' reading comprehension of descriptive text. It is supported by Nanton (2012), QARs strategy can improve students' reading comprehension, it teaches students how to ask questions about their reading and where to find the answers to them, it helps students to think about the text they are reading and beyond it too, it inspires them to think creatively while challenging them to use higher-level thinking skills. So, it can be said that this strategy can be used in teaching reading without considering the prerequisite of students' reading motivation in learning. In this case, it showed that reading motivation is not

one of the variables that influence students' reading comprehension.

It is also proved when it is figured in a chart, that there are two ordinal lines that have different position. It indicates that in order to improve students' reading comprehension can be done through applying QARs strategy. It is proven by interpreting the chart below:



**Chart 1. Interaction between Teaching strategies and Students' Reading Motivation**

The significant interaction between strategies used and reading motivation is described in the interactive graph. Students who are taught by QARs strategy had higher mean score than those who are taught by Small Group Discussion. The mean score of students' reading comprehension with high and low reading motivation in experimental class are higher than those in control class.

There is a correlation between students' reading motivation and reading comprehension. This is related to the result of the second and the third hypothesis. The students with high reading motivation get the higher scores of reading comprehension while the students with low reading motivation get the lower scores of reading comprehension. According to Conner

(1999: 16) explains that the teacher should use appropriate material and media to build students' motivation in reading in order they interest in reading. It means that the students need extensive reading to improve their motivation in reading comprehension.

In conclusion, there is no interaction between teaching strategies (QARs strategy and small group discussion strategy) and reading motivation toward students' reading comprehension. Reading comprehension indirectly leads the students to develop their reading comprehension. But based on the statistical calculation, the interaction between strategies used and reading motivation cannot affect students' reading comprehension directly.

## CONCLUSION

Based on the result of the data analysis and findings of this research which was conducted at grade X of SMAN 4 Lubuklinggau, it can be drawn several conclusions that QARs strategy gives significant effect on students' reading comprehension of descriptive text. It can be seen from mean score of experimental and control class. The students' mean score of experimental class who are taught by QARs strategy is higher than students' mean score of control class who are taught by Small Group Discussion strategy. Next, the students with high reading motivation who are taught by QARs strategy have significant higher result on reading comprehension in descriptive text than the students with high reading motivation who are taught by Small Group Discussion strategy. Then, the students with low reading motivation who are taught by QARs strategy do not have significant higher result on reading

comprehension in descriptive text than the students with low reading motivation who are taught by Small Group Discussion strategy.

Last, teaching strategies (QARs strategy and Small Group Discussion strategy) and students' reading motivation do not have interaction that brings impact toward the students' reading comprehension directly.

## SUGGESTION

Based on the findings and conclusions above, there are some suggestions as follows:

1. It is suggested that the teacher of SMAN 4 Lubuklinggau and other teachers to apply QARs strategy as one of the alternative way to improve students' reading comprehension. It can help the teacher have various activities in the classroom.
2. As the moderator variable in this research was students' reading motivation. It is suggested to other researcher to conduct a research on other moderator variables such as reading interest, reading self-efficacy, reading attitude, and so on.
3. It is suggested to other researcher to attempt conducting a research about students' reading comprehension on other kinds of the texts like narrative, report, review, and so on.

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