CHAPTER II
QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY IN TEACHING READING COMPREHENSION

A. The Nature of Reading Comprehension

Reading comprehension is a process to understand the reading material and to be able to gain information and thoroughly understand the material itself. When the student able to comprehend what they read they can get new information that will be useful for their academic life. According to Klingner, Vaughn and Boardman (2007:8) define that "Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). In other words, when a student engage themselves in reading a text it takes a lot of process to make them to comprehend the text and by utilizing their previous knowledge it could help them to get through that process.

Moreover, Clarke *et al* (2014:1) state that "When written messages are successfully understood, reading can be a wonderfully inspiring, enjoyable and transforming experience." In a much simpler explanation, Clarke explains that the after math of being able to comprehend would make the student easier to savor the information that they received from reading a text with an addition of boosting their morale and spirit that would help the student to preserve their willingness to read. It can be concluded that reading comprehension is a process in understanding written information and by enabling the student to comprehend could bring positive effect for their study purpose; and also enabling them to maintain their willingness to read more and more in the future.

Based on statement above, it can be concluded that reading comprehension is a complex skill which involve the variety of factors, context

and goal of reading. The readers have integrates between their prior knowledge and their new knowledge so it will make comprehension process successfully.

B. Teaching Reading

Reading is one of four essential skills in learning English. Thus makes reading become a compulsory skill that needs to be taught in learning. Moreover, in environment such as English as Foreign Language ultimately stress Reading as a very important skill to master. This is because most of the test item on the national final examination is in form of reading test. That is why reading is very crucial to teach and to learn in English as Foreign Language environment.

In addition, not only because reading test will be the last gate for the student to finish their school year but the ability to read or literacy is also a very important element for the students to learn. Ramirez (2000:10) argues that "Literacy is one of the most fundamental academic skills, important in its own right and essential for success in all other academic areas." In other words by mastering reading skill students can enable themselves to continue their study to a higher level. Also, Clarke *et al* (2014:9) states that "reading is central to teaching and learning" it means that the importance of reading is acknowledged to have a big influence in teaching and learning process.

However, the process to learn this skill needs time and also took a lot of process to make the student understand how to comprehend the text. Clarke *et al* (2014:13) argues that "Reading is a highly complex process and therefore it may not be surprising that some children struggle to become proficient readers." With this in mind, teacher should pay more attention to the process of learning reading. This is caused by the possibility that not all students able to achieve comprehension at the same time. Some students might have slow progress than others. This challenging issue urge teacher to think critically of making reading class more efficient and can balance each student's ability in processing the information that they receive from the teacher.

In addition, procedures in teaching reading comprehension were varied however the writer will point out seven procedures in teaching reading. According to Department of Education of West Australia (2013:5) claims that "Seven reading procedures have been selected as critical to implementing a comprehensive approach to reading." The procedures according to them are shown in the table below:

Table 1.1
Procedures in Teaching Reading

NO.	Procedures	Activity	Key Features
1.	**Reading to Students**	Reading a Text aloud to the students	• To create joy in reading. • Uninterrupted Reading. • Takes 10-15 Minutes
2.	**Modelled Reading**	Demonstrating reading behaviours and verbalizing the cognitive processes involved with those behaviours.	• Clear' think-aloud' statements. • Singular or limited focus. • Multiple demonstrations • Brief Sessions from 5 to 10 minutes.
3.	**Language Experience**	To use a shared experience as a basis for jointly creating a text that is then used for further reading.	• Based on a shared Experience. • Text created as a result of the experience. • Use students' language when creating the text. • Use the created text for further reading activities.
4.	**Shared Reading**	A teacher-managed blend of modelling, choral reading and focused discussion.	• Short Session from 10 to 20 minutes. • Singular or limited focus. • Text visible and accessible to all. • Differentiated activities. • Multiple readings of the text.
5.	**Guided Reading**	Teacher scaffolds and supports a group of students as they read a common text.	• Clearly defined purpose. • A group of students with identified common need. • Most reading done silently. • A pattern of asking guiding questions, reading, discussing.

6.	**Book Discussion Groups**	A small group of students who meet to read and discuss a text they have selected.	• Groups are temporary. • Students facilitate discussion. • Students select texts. • Regular meeting time
7.	**Independent Reading**	Students select texts to read by themselves	• Students select texts • Uninterrupted time span

Taken from: Department of Education of West Australia (2013:7)

Teaching reading might not be a simple matter but by planning and choosing the right strategy teacher can help their student to achieve comprehension. Also, teacher should understand the student needs and what kind of reading text that can stimuli them to engage within the class and become an active learner. Most of the reading text are purposely created to please the reader, such as recount text where telling a precious memory or activity can amuse the student. So, preparation is the key to teach reading and not only organizing the right plan and strategy but also choosing the text that will be discussed in the class is also crucial in teaching reading.

C. Aspects of Reading Comprehension

In an effort to enable the student to comprehend the text, there are some aspects that will be mentioned as part of understanding reading comprehension itself. These aspects govern how to comprehend a text, below the Researcher will mention five aspects of reading comprehension from Turlington (2013:147) as follows:

1. Understanding the factual information

This aspect governs how readers find specific information located within the text. Usually the information that the readers would find are reason, purpose, result, comparison, identity, time and location.

2. Acknowledging the main idea

The second aspect governs how readers identify the topic or theme that being discussed in the text or in a paragraph. Usually the main idea is located at the beginning of a text however it also could be located in the

middle or in the last paragraph of the text. By enabling readers to find the main idea of text it could ease them to understand the text that they read.

3. Identifying Vocabulary

The third aspect governs how readers identify the vocabulary that they found within the text. It also develops reader's vocabulary knowledge and their skills to understand an everyday used vocabulary to advance vocabulary.

4. Developing Inference

The fourth aspect governs how readers able to create a conclusion based on the information that they have received from reading the text. These enable readers to think critically, predicting, and enabling them to fully understand the text not only from the already stated information within then text.

5. Identifying References

The last aspect governs how readers identify who and what within the reading text. Usually readers would find a pronoun of I, You, They, We, He, She, and It. By enabling readers to understand to whom those pronouns refer; would make readers to easily identify the character and those involve within the text.

D. Reading Assessment

Assessing student's performance and their process in learning are fundamental in teaching and learning. According to Brown (2003:4) "Assessment is an on-going process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance." In other words, when teaching and learning occurs every action related to learning will be assessed to see the process of learning within the classroom. It is also a way for teacher to track their student's development in learning and also find which strengths that the students should keep and their weaknesses that need to be fixed.

Generally in terms of assessing a student a test is considered to be the right method to assess their performance. Furthermore, Brown (2003:3) states that "A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain." Generally, a test will be teacher's companion in order for them to begin to assess their students and a test should be precisely assess the field that the student have learned from the classroom to see not only their understanding but also their effort in paying attention to the teacher.

In assessing reading particularly in English as Foreign language context, there are two types of assessment according to Pang *et al* (2003:18) first is diagnostic assessment and second is to measure the student's process. Diagnostic assessment is to develop a two way communication between teacher and student in terms of giving support and correction to the students. Also, tracking the student's development in learning will have a great benefit for the teacher to understand their student's needs and wants throughout the course of teaching and learning process.

Based on the information above there are three things that should be clear in terms of assessing: First, assessment is fundamental in teaching and learning without it teacher will be unable to know their student's development in learning. Second, no matter how scary it is, a test will always be a tool for teacher to utilize in order to assess their student's and one thing for sure that the test should measure what the students already learned from their teacher not something that is entirely new to them. Third, diagnostic assessment and tracking student's progress are two types of reading assessment. Diagnostic is to give correction and support to the students, meanwhile tracking the students will be an efficient way to give track the student's development in learning.

E. Question Answer Relationship Strategy

The Question Answer Relationships (QAR) is a taxonomy that assists teachers by providing a framework for answering questions and shaping comprehension instruction. QAR (T. E. Raphael, 1982; 1986) provides a basis

for teaching three comprehension strategies: locating information; showing text structures and how the information is organised; and determining when an inference or reading between the lines is required. QAR shows students the relationship between questions and answers, how to categorise different types and levels of questions (Right There, Think and Search; the Author and You and On My Own questions), as well as how the text does not have all the answers. QAR helps students consider both information from the text and information from their own background knowledge. If students are asked to create their own questions, QAR also extends their writing ability. When teaching students to answer comprehension questions, the QAR taxonomy provides students with structured categories for questions. When using this taxonomy as a question-answering strategy, students are able to determine where to find the information needed to answer a question by determining where the question belongs in the QAR taxonomy. The taxonomy is also useful in that it provides a common language for teachers' and students' question.

1. **Right There**

   Right there questions require reader to go back to the passage and find the correct information (explicit information) to answer the questions. These are sometimes called literal question as the correct answer can be found in the passage. Right there questions sometimes include the words: *According to the passages*, *How many, Who is, Where* is, and *What is*. The steps may be purposed to answer *Right There* questions are as follows:

   a. Reread

   b. Scan

   c. Look for key words

   Right there: This information that can be found in a single sentence or with another connecting sentence.

2. **Think and Search**

   In *Think and Search* questions, the answer will still be in the text, but the details necessary to answer the questions may be in more than one location. The questions usually require the reader to think about ideas or

information (implicit information) in the passage relate to each other. To answer the questions effectively, the reader will need to "*think and search*" throughout the text and will need to look back at the passage, find the information that the question refers to and then think about how the information or ideas fit together. The steps may be purposed to answer *Think and Search* questions are as follows:

a. Skim or reread

b. Look for important information

c. Summarize

3. In Your Head Questions

a. Author and You

Author and You questions require reader to use ideas and information that is not stated directly in the passage to answer the question. These questions require the reader to think about what you have read and formulate your own include the words: *the author implies, the passage suggests*, and *the speakers' attitude*.

The steps may be purposed to answer *Author and You* questions are as follows:

1) Reread

2) Think about what you already know and what the author says

3) Predict

2. On Your Own

On Your Own questions can be answered using readers' background knowledge on a topic. This type of questions does not usually appear on tests of reading comprehension because it does require the reader to refer to the passage. *On Your Own questions sometimes include the words: In your opinion, Based on your experience,* and *Think about someone/something you know*.

Moreover, in improving student's reading comprehension, it is a good idea to use appropriate strategy training. Using QAR as strategy training can improve metacognitive learning performance and awareness (Gutierrez &

Schraw, 2014). While reading, a strategy training related to reading comprehension is useful for students as an effective way to assist students in comprehending the text and make them aware of the difficulties faced in making new meanings and finding important information in reading. In general, many teachers use strategies training in the classroom for students and teach them in applying reading strategies to develop student's reading comprehension skills.

F. Procedure of Teaching Reading Comprehension through Question Answer Relationship

Based on Raphael's recommendations (1986: 518-519), the difference between in the book and in the head responses were discussed before discriminating between the two text-based question types. Following the introduction and modelling, a short passage is read with questions for which the answer as well as the type of QAR each question represented is identified and discussed. In the second stage, a parallel task involving another short passage is read whereby questions and answers are provided and students generate as a group the QAR for each. Finally, in the third stage, students determined the QAR and respond with answers to questions based on a longer passage. The maintenance activities based on the basal are used to provide students with further guided practice as they read longer passages. During these activities, students work in group learning. Group learning is used considering QAR involves higher-level questions.

During the class discussion, students need to justify their answer to the question and their choice of a QAR and the teacher explained why it is acceptable on the grounds of both accuracy and strategy. The QAR framework below was used to frame the following teacher modelling of question-asking practices during the reading cycle (adapted from Raphael & Au, 2005).

Table 2.2
The QAR Framework

Reading Cycle	QAR	Comprehension Strategies	Questions
Before reading	On My Own	Activating prior Knowledge	From the title, what do I already know that can connect me to the text?
	Author & Me	Predicting Visualizing	From the title or illustrations, what might this text be about?
During reading	Author & Me	Making simple and complex inferences	What do you think will happen next? How would I describe the mood of the story and why is this important?
	Right There	Scanning to locate information	Who is the main character? What are some words that describe the setting?
	Think & Search	Summarizing Clarifying Making simple Inferences	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	Author & Me	Distinguishing fact and opinion	What is the author's message? How well does the author make his argument?
	Think & Search	Identifying important	Find evidence in the text to support an argument.

In line with the stages of QAR strategy, there are several steps that the teacher can apply this approach.

1. The teacher divides students into some groups, each group consist of five or six students.
2. The teacher introduces the categories of QAR "in the text" and "in my head" and explains where the students can find the answer.
3. The teacher delivers explanation text to the group.
4. To activate students' prior knowledge teacher proposed "On My Own question", "What do you already know from the title".
5. Some students will raise their hands to give responses, predict or answer

teacher questions.

6. The teacher also asked students to predict what would they find in the text by proposing a question of Author and Me category "What might this text be about?".

7. The students read silently in their group.

8. The teacher gives students one of each type of questions for each section.

9. The teacher asks students to categorize the questions according to the type of QAR strategy.

10. The teacher asks students to explain the reason for the results categorizing the question.

11. The teacher guides the student to find the answer by using QAR technique.

12. The teacher discusses the answer together with students.

13. The teacher gives reading passage and writes five questions independently.

14. The teacher asks students answer each question and categorize the QAR.

15. Teacher asks students whether they find difficulties or not to answer the question by using QAR.

The Teacher explains more in answering the question by using QAR if it is necessary.

G.The Advantages and the Disadvantages of Question Answer Relationship Strategy

Question Answer Relationship is one of several strategies that use in teaching reading comprehension. This strategy has many benefits to increasing students' comprehension in reading.

1. According to Afflerbach (2010), there are several advantages of QAR strategy :

   a. Using the QAR strategy, the instructions used by the teacher can be adjusted based on the class level and content area. So that this strategy can be applied for across grade levels and content areas.

b. This strategy allows students to learn reading strategies, such as scanning, skimming, or context instructions to find specific information in the text.

c. The QAR strategy is able to generate critical thinking of students when dealing with texts or assignments on high-risk tests because QAR questions are not only limited to the Right there or in my head, which is the answer to the questions in the book, but also QAR strategy of having questions 'on my own or author and me'.

d. When students are consciously aware of the different sources of information available to answer questions, they become strategic in their reading and thinking, and their comprehension is improved.

e. The QAR Strategy are helpful in teacher planning. Teachers need to strike a better balance between literal questioning and higher-level questioning. Questions reflecting the Think and Search, Author and You, and On Your Own help students see relationships, connections, associations between text and prior knowledge, experience, and or other ideas in the subject area. Such questions often have more than a single word answer, which stimulates students to think rather than wait to be told the "right" answer.

2. The disadvantages of Question Answer Relationship (QAR)

According to Credence in Journal of Linguistics, Literature and Language Teaching by Sa'daulloh Muzammil (2016), Credence raised two concerns with using QAR:

a. QAR only helps to provide an overview of the questions answer types, not guaranteeing the correct answer. It is therefore not advisable to tell students that the answer to the question is forthcoming from such discrete categories as text or reader.

b. QAR can help address the lack of a shared language among teachers and students for improving questioning practices, whether in the day-to-day life of the classroom, in students' activities outside of school, or in high-stakes testing situation.

c. QAR can bring coherence to literacy instruction within and across grade level by providing a framework for a developmental progression for comprehension instruction. As a framework, QAR provides a means for organizing comprehension strategy instruction.

d. QAR provides a focal point to begin sustained efforts for whole-school reform aimed at higher standards for literacy learning and teaching. It is difficult to find points of contact that bring teachers from kindergarten through middle school to the table with the same high levels of interest. Yet all readers at all grades can benefit from learning to think in terms of information sources for answering and asking questions.

e. QAR provides a responsible approach to preparing students for high-stakes test at different grade levels and in a variety of subject areas, without detracting from the high-quality instruction that leads to high levels of literacy.

H. Relevant Previous Study

The researcher would like to implement the QAR strategy towards student's reading comprehension especially in explanation text. Previous study from some parts of the world have employed this strategy (Hosseini 2014, Kinniburg and Sandra 2010, and Baqi 2014), and the conclusion is QAR Strategy is examined effective in improving students' reading comprehension. The writer takes interest in using other text which is explanation text to see whether the effectiveness of QAR also affect student's reading comprehension.

The researcher would like to take this research to find out whether QAR strategy could be effectively used in explanation text and also because the previous research only observe two components in reading comprehension the researcher would create a reading test based on five components of reading comprehension such as: understanding the factual information, acknowledging the main idea, identifying vocabulary, developing inference and identifying reference.