การสร้างเสริมทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจ ของนิสิตปริญญาตรี ในศตวรรษที่ 21 โดยใช้กลวิธีความสัมพันธ์ระหว่างคำถามและคำตอบ Promoting English Reading Comprehension Skills of Undergraduates in the 21st Century through Employing the QAR Strategy

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        การอ่านภาษาอังกฤษเพื่อความเข้าใจมีความสำคัญต่อการพัฒนาทักษะการเรียนรู้ตลอดชีวิตในศตวรรษที่ 21 การศึกษานี้เป็นการปฏิบัติการวิจัยในชั้นเรียน มีจุดมุ่งหมายเพื่อพัฒนาการอ่านเพื่อความเข้าใจของนิสิตปริญญาตรีโดยใช้กลวิธีความสัมพันธ์ระหว่างคำถามและคำตอบ การศึกษาครั้งนี้มีวัตถุประสงค์เพื่อเปรียบเทียบทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจของนิสิตชั้นปีที่ 1 ก่อนและหลังการเรียนโดยใช้กลวิธีความสัมพันธ์ระหว่างคำถามและคำตอบ กลุ่มตัวอย่างที่ใช้ในการวิจัยคือ นิสิตชั้นปีที่ 1 จำนวน 30 คน มหาวิทยาลัยทักษิณ ซึ่งได้มาโดยวิธีสุ่มแบบกลุ่ม (Cluster Sampling) เครื่องมือที่ใช้ในการวิจัยคือ 1) แผนการจัดการเรียนรู้ทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจโดยใช้กลวิธีความสัมพันธ์ระหว่างคำถามและคำตอบ (QAR) และ 2) แบบทดสอบทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจสถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ยร้อยละ ส่วนเบี่ยงเบนมาตรฐานและt-test ผลการวิจัยพบว่า 1) ทักษะการอ่านภาษาอังกฤษเพื่อความเข้าใจของนิสิต

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ปริญญาตรีที่เรียนโดยใช้ QAR หลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01 นิสิตมีการตอบคำถามบทอ่านบรรยายได้ดีขึ้น กลวิธีความสัมพันธ์ระหว่างคำถามและคำตอบนี้ยังเป็นวิธีการสอนที่มีส่งเสริมให้นิสิตตั้งใจเรียนในรายวิชาการหลักการอ่านและเสริมความมั่นใจในการตอบคำถามและสามารถแยกแยะคำถามที่นิสิตอ่านได้อีกด้วย

คำสำคัญ : ความสัมพันธ์ระหว่างคำถามและคำถาม, ทักษะการอ่านภาษาอังกฤษ, นิสิตปริญญาตรี

Abstract

        Reading English for comprehension is crucial for developing lifelong learning skills in the 21st century. This study is Classroom Action Research (CAR) as the method of research. It is aimed at strengthening reading comprehension skills of undergraduates employing Question-Answer-Relationships (QAR Strategy. The objective of this study was to compare English reading comprehension skills of first-year undergraduates before and after being taught by employing QAR strategy. The samples of this research were 30 first-year undergraduates at Thaksin University selected by cluster sampling method. The research instruments were: 1) QAR lesson plans, and 2) English reading comprehension test. The statistics used for data analysis were analyzed by mean, standard deviation, and t-test. The research findings revealed that English reading comprehension skills of undergraduates after learning through QAR strategy were significantly higher than before at the significance level of .01. The undergraduates became better at responding comprehension questions in the English texts. This strategy also enhanced undergraduates to be more attentive in Reading Principles Course and increased undergraduates' confidence to answer questions and differentiate questions about the English texts they had read.

Keywords: QAR Strategy, English Reading Comprehension Skills, Undergraduates

Introduction

At present, rapid technological advancements incorporated with the increasing student's diversity because of economic, social, political, and cultural factors have completely transformed the meaning of the instructional process in education in the 21st century. The "21st century skills" include critical thinking, creativity, collaboration, communication, several types of literacy (information, media, technology, digital), flexibility, leadership, initiative, productivity, social skills, and local and global connections (Abualrob, 2019:108; Kim, Raza, Seidman, 2019: 99).

In higher education, the 21st century skills are currently applied in English language teaching and other subjects, Alotaibi, W. H., & Alghamdi, A. K. H. (2022:392). Reading is one of English language skills that plays a significant role in facilitating the students to learn a foreign language effectively. This supports the students' life-long learning skills. Achieving in English reading comprehension can be successful to learn in the other subjects and learn the numerous knowledge of the world. However, English reading comprehension skills are difficult for Thai EFL undergraduate students. They cannot read any texts in English fluently and effectively. In aligned with Septia, Indrawati, Juriana, & Rudini, (2022:11-22) which analyzed students' difficulties in reading comprehension. This study is aimed to find out the students' difficulties in learning reading comprehension at a public high school in Bangka and the factors causing them. The subject of this study were the students of eighth grade in Bangka. Descriptive qualitative method was used. After the students' test scores were obtained, then the students' difficulties were analyzed. After that, the number of difficulties was counted by tabulating and calculating the results. The difficulties faced by the students were difficulty in answering main idea questions (53,67%), vocabulary questions (47,84%), and making inference questions (45,34%). Four factors were found causing the students'

difficulties namely students' interest in learning reading because they did not have the desire to read English text and they were not interested in reading. The second factor was students' difficulties in reading text and translating the English meaning. The third factor was lack of facility in their school since it did not provide enough reading material for them. And the last factor was house environment, the role of a parent at home to give child support was crucial.

Then, Agustina Ramadhianti and Sugianti Somba's study (2023:1-11) revealed that the most reading difficulty faced by the students are distinguishing between main ideas and supporting details, getting main idea between paragraphs, the topic of the texts from other culture, relating topic and background knowledge, understanding vocabulary, and inferring the text. Based on these findings, some reading strategies should be applied to figure out these barriers in reading comprehension skills.

According to Egi Putra, Khidayatul Munawwaroh's studied, (2021:86-93) the results revealed that the majority of the second semester of Batanghari University found difficulties including answering main idea, making inference, and locating reference questions. The most difficult aspect that encountered by the second semester students of Batanghari University was finding main idea questions, because the located main idea was difficult to find. In addition, based on the students' responses in questionnaire, they mostly got difficulties in understanding vocabulary, background of knowledge, the difficulty in understanding long sentences, lack of working memory, less motivation/attention to learning reading, lack of knowledge of strategies in reading comprehension.

In English curriculum in English language department require undergraduates reading the Reading Principles Course. Before graduating the undergraduates must take TOEIC tests. They could not pass on reading in the standardized tests when they have taken the TOEIC tests. This evidence makes the instructors consider to cope with this problem. In fact, instructors

and students try to achieve maximum English reading scores with their own effective tips and strategies, such as giving text to be translated, find out difficult words and try to answer the questions of a certain text. These kinds of methods are applied in every reading but the students' achievement in reading comprehension are still in the low level.

Due to reading comprehension is essential in higher education because it is the goal that must be reached in teaching English. Therefore, English teachers should consider some aspects that must be prepared to students in teaching reading comprehension, such as teaching strategies, teaching materials, students' motivation. To enhance student's English reading comprehension skills, there are several methods that can be used. A teacher can apply some methods or reading strategies to enable student' reading comprehension skills better than before.

One of the reading comprehension strategies that the writer discusses is Question-Answer Relationship (QAR) strategy which deal with the reading questions. Students can use the following QAR question types to analyze and answer questions.

Literature Review

Reading comprehension

According to Wallace (2004:9) reading has a vital role in almost every course of study. Reading is one of the prominent skills from four basic skills in English and reading should be acquired by students who learn English to get information and knowledge. Readers are usually trying to get meaning from written text through keywords or vocabulary, grammatical knowledge, and the experience they have related to the topic of the materials. (Oakhill, ., Cain, ., & Elbro, ., 2014:67).

Reading Comprehension Skills

Reading comprehension has multiple skills, which are: Identification of the main ideas: the main ideas and related supporting details are the most prominent content and contents of the written material. Arranging ideas according to their logical sequence: The idea of each topic includes certain ideas, and these ideas are obtained from the sequential sequence of sentences and meanings, and the role of the teacher is to develop the learners' knowledge of this organized sequence of ideas by reading the topic in a focused manner.

The ability to read instructions and directions: students are trained to acquire the teachers' experience and their way of life, and to benefit from them in following the instructions and directions within the read text. Inference and deduction from what he read: The teacher's task is to train learners on focused and accurate reading of any topics, as well as training them to link ideas, and realize the relationships between different incidents so that they can make conclusions that lead to new and meaningful knowledge. The ability to analyze and criticize while reading: Each reading material has a main idea, and the teacher's role is to benefit from the learners' previous knowledge and the information they possess in analyzing those ideas and passing judgment on them from the learners. Knowing the writer's style: it is the learners' knowledge of the writer's presentation of his subject, the way he presents ideas, and his method of presenting evidence and proofs that support his views.

Determining the characteristics of the readable text: Each reading text has characteristics and characteristics that characterize it, and distinguish it from other readable texts, and the knowledge of the learners with these features leads them to a deeper understanding of the text. And the ability to determine the writer's purpose: that each readable text has a goal and a purpose, and the learners' knowledge of the writer's purpose and goal from the read text, means that the learners have comprehended the text. When performing reading

activities, students are expected to comprehend the text's structure and language features while reading descriptive, narrative, and expository texts in the oral and written form. However, in my experience, students at the college do not achieve expectations and outcomes for reading comprehension. It becomes hard for them to how to apply the reading strategies effectively.

According to Nguyen, (2022:19) teachers' strategies in teaching reading comprehension should be considered. He stated that the previous studies have effectively demonstrated that teaching techniques for reading comprehension are crucial to the learning process and may have an impact on students' reading comprehension. To further investigate teachers' strategies in teaching reading comprehension and how their students reacted to such strategies at Hau Giang Community College. The current study adopted a qualitative study design with observation and interviews. The study's participants were taken from five English teachers who teach in HGCC with different experiences and degrees of background knowledge and 31 students in Pharmacy.

According to this study, teachers have been using techniques including questioning, predicting, retelling, and picturing to promote reading comprehension. Additionally, it showed that most of the students gave enough feedback on the tactics used by their teachers. Therefore, teachers should inform students of the instructions before they read the text and utilize tactics for teaching reading comprehension in line with each student's level of ability and personality to encourage greater engagement.

Question-Answer Relationship (QAR) strategy

Question-Answer Relationship (QAR) strategy can be viewed as an effective reading strategy that have proven by numerous scholars. The QAR strategy refers to a series of instructional activities that help students fig-

ure out how to go about answering questions based on a given text and understand different types of questioning and the relationship between questions and answers.

Raphael (1986:519) developed an approach called QAR or Question-Answer Relationship which teaches students how to distinguish questions with answers that are found "in the book". Raphael also found that through QAR, students developed a language for talking about the strategies they use to answer questions. The concept of question relations strategy: In 1986, Tavi Raphael began her first empirical research related to the question relations strategy, and was able to determine the parameters of its nature. In her research, she identified two levels of information sources that the learner needs in understanding the text according to this strategy, which are "in the book", and It included three sub-categories: "the answer in the text".

In addition, Wongchai, & Thimthong, (2022:1) proposed the question-answer relationship strategy and reading for comprehension. They also informed that reading for comprehension is a process in which a reader uses background knowledge and prior experiences to understand the content of the text. To advance reading comprehension, the significant influencing factors must be examined thoroughly in terms of readers, reading texts, and activities.

Related Research on Applying QAR strategy

Question-Answer Relationship strategy can be useful for students from primary to university students to enable them to enhance their English reading comprehension skills. The numerous previous studies have effectively indicated that QAR strategy have an impact on students' English reading comprehension.

Mutiara, (2022:27) implemented QAR strategy to enhance the eleventh-grade students reading conversation. The research claimed that students get difficulty in comprehending the words in the reading. Then, this

study aimed to find out the effect of using the question-answer relationship (QAR) strategy on the eleventh-grade students' reading comprehension especially narrative texts. It was conducted on the eleventh-grade students of SMAN 4 Cibinong. Thirty-five students were taken as the sample. The method used in this research was pre-experimental, with one group pre-test post-test research design. The data were collected through reading comprehension pre-test and post-test scores in the form of multiple-choice items. The result showed that the value of t-value was 16.86, while the value of the t-table was 2.03 with the degree of freedom of 34 at the significance level 0.05.

Ratmeilia, Amin, & Akib, (2022:436) studied the use of recount text by implementing pre-questioning technique to improve the student's reading comprehension. The purpose of this study was to determine whether the pre-questioning technique was effective in increasing students' understanding in reading recount text or not, and to find out how students' perceptions of the pre-questioning and answering technique applied by the teacher to their understanding of reading recount text. This study uses quantitative methods. This study used a pre-experimental design in which the pre-test, treatment, and post-test were carried out in class. The findings showed that the application of pre-questions was effective in improving students' reading achievement, especially in reading recount texts, this was indicated by the students' post-test scores which were better than the pre-test, both on multiple choice questions and essay questions. In addition, student learning achievement has been shown to increase significantly. This is indicated by the pre-test and post-test interval scores. Students can also find the main idea and supporting details in the text.

Afdhalina, (2022:172) studied the effect of reading strategies and learning styles on the student's achievement in reading comprehension. The objectives of this study are to find out whether: (1) students 'achievement in reading comprehension taught by INSERT strategy is significantly higher than

QAR strategy, (2) students' achievement in reading comprehension those who have visual learning style higher than those who have auditory learning style, (3) there is interaction between reading strategies and learning styles on students' achievement in reading comprehension.

Solihin, & Muaz, (2022:115) employed the question-answer relationships strategy to improve students' reading comprehension at SMAN 1. The objectives of this research are to find out whether there is a significant of difference between the reading comprehension of the twelfth-grade students of SMAN 1 taught before and after using the QAR strategy. The method in this study was quantitative. The subject of this research is students in XII MIPA 1. The research instrument used by the writer is a test (pre-test and post-test) The result of this research, it was found that of the reading comprehension of the twelfth-grade students of SMAN 1 before being taught by using QAR strategy was sufficient, the mean is 69.71. Meanwhile of the reading comprehension of the twelfth-grade students of SMAN 1 after being taught by QAR strategy was categorized good, the mean is 85. In addition, the subjects also responded positively the implementation of QAR strategy.

Daflizar, & Roza, (2022:622) studied the effectiveness of question-and-answer relationship strategy in enhancing students' reading comprehension abilities. The study reported here aimed to examine the effectiveness of the question-answer relationship (QAR) strategy on students' ability in comprehending narrative texts. Using a quasi-experimental method, this study compared two English classes: one was assigned as the experimental group and the other as the control group, in terms of reading comprehension improvement, which was measured through a pretest and posttest. The study involved a total of 46 eighth-graders of a junior high school in Kerinci regency, Jambi Province, Indonesia. The control group was taught using a conventional strategy while the experiment group was engaged in the QAR strategy to

answer reading comprehension questions of narrative texts. The findings revealed that the QAR strategy was effective in enhancing students' scores in reading comprehension, which was indicated by a significant difference in the pretest and posttest scores of the experimental group. The findings of this study add to the current literature on the significance of using the QAR strategy to foster student reading. Practical implications for EFL teaching in the Indonesian context are put forward.

Jannah, (2022:121) studied the effect of using question-and answer relationship strategy on students' reading comprehension at the first semester of English study program university of Pasir Pengaraian. The aim of this study is to find out whether there is or no significant effect of using question-answer relationship strategy on students' reading comprehension. This research was experimental research with a control group design. It involved 42 students in the first semester of the English Study Program University of Pasir Pengaraian. The data were collected using multiple-choice tests and two classes as the sample in this research. One class served as an experimental class and the other one as a control class. Both classes will give a pre-test and a post-test. The finding showed that t-value 6.156 ≥ t-table 5% (0.05) = 2.021.

Lokot, & Harahap, (2022:21) conducted the study related in the use of question-answer-relationships (QAR) strategy as experimental research on students' reading comprehension. The purpose of this research was to find out the effect of QAR strategy towards reading comprehension on descriptive text. Experimental design was applied in this research. The population and sample of this research were the eighth-grade students of SMP Swasta Dwi Tunggal Tanjung Morawa with total number of students was 60. Class VIII-A was the experimental class and class VIII-B was the control class. Each class consisted of 30 students. To obtain the reliability of the test, Kuder Richardson 21 (KR-21) formula was applied and Biserial Point Correlation formula was used

to calculate the validity. The t-test was used for the data analysis and it was obtained that t-observed (8.601) was higher than t-table (2.001) with level of significance 0.05 and df =58.

Wahyuni Dwi Tiya, (2023:29) investigated the effect of using QAR strategy on students' reading comprehension in descriptive text of XII grade at SMA Negeri 2 Perbaungan. The goal of this research was to obtain evidence of the effectiveness of the use of QAR strategy to students' reading ability in the description text The average result from the post-test shows an improvement from the pre-test result to the post-test result. The results of the t-test show that the t-observed is greater than the t-table, namely t-observed 16.15 and t-table 2.00. The point is that the t-observed is greater than the t-table (16.15>2.00) with df 68 at a significant level of α 0.025. According to Rahayu, Tambusai, & Zulfitri, (2023:9), they conducted the study to improve student's reading comprehension through question-answer relationship of MTs Al-Washliyah Jati Rejo, Galang District Academic Year 2019/2020. This research is aimed at improving the reading comprehension of MTs Al-Washliyah Jati Rejo, Kec. Galang grade VIII students using QAR strategy. The results of the research revealed that the use of schema activation strategy successfully improved the students' reading comprehension. The students' interest and attention in the process of teaching and learning English, especially reading, reading improved. They were also able to explore many words related to the topic of the lesson. In relation to their comprehension of English texts, the students were able to identify main ideas and supporting details of paragraphs correctly.

From the previous studies, it is assumed that the QAR strategy is an effective strategy to promote a good reading comprehension skill and to assist the undergraduate students answer questions effectively during reading in English language classroom. Therefore, QAR strategy is urgent to be applied in reading instruction in to enhancing the students' reading comprehension skill of narrative texts.

Purposes of the Study

The purpose of the study was to investigate whether the question-answerrelationships (QAR) strategy strengthens the English reading comprehension skills of theundergraduates at Thaksin University.

Research Methodology

This research used a pre-experimental design in the form of one group pretest-posttest design with a quantitative approach. The study used a pretest and posttest which were conducted two times, before and after conducting the treatment. The researchers applied the treatment to one group and then used pre-test and post-test to know the result after applying the treatment.

Pre-test	Treatment	Post-test
O_1	X	O_2

Pre-test

The researcher took one class as the sample. The sample is given a pre-test to know their reading comprehension skills in English reading texts before getting treatment. O1 is a symbol of the pre-test result.

Treatment

The researcher implemented the treatment which is question-answer relationship strategy to the sample. Researcher conducted 8 times meeting to give the treatment to sample. X is a symbol of treatment which is given to the sample.

Post-test

The sample is given a post-test to know the undergraduate students' reading comprehension in narrative text after getting the treatment. O2 is a symbol of the post-test result.

Participants

The population is undergraduates of Thaksin University with the total number of students of 103. The subjects were 30 students who are chosen by using cluster sampling.

Research Instruments

The researcher adapted some reading passages accompanied by multiple choice questions to use in the pre-test and post-test to measure the students' reading comprehension skills. The eight lesson plans proposed by the researcher were developed to emphasize on a reading instruction based on QAR strategy use.

The Procedures of QAR strategy in Teaching Reading Comprehension

Au, Kathryn & Raphael, (2005: 206-221) suggest some activities of implementing the QAR strategy as illustrated below:

Table 1: The QAR Strategy Framework

Reading Activities	QAR strategy	Reading Strategy	Questions
Pre-reading activities	On my own	Activating prior knowledge	- From the title, what do you think that can connect you to the text?
	Author & me	Predicting Visualizing	- What does the text tell you about? - What is the text mainly about?
While-reading activities	Author & me	Making simple and complex inferences	- How would you describe the mood of the passage ?
	Right there	Finding specific information	- Who is the main character? - How many characters in the text? - Where does the story take place?

Reading Activities	QAR strategy	Reading Strategy	Questions
	Think & search	Summarizing and making simpleInferences	- What problem do you find in this story? - What are the important events? - What role do the characters play in the story?
Post-reading activities	Author & Me	Distinguishing fact and opinion	- What is the author's message? - What is the moral message of the story?
	Think & search	Identifying important Information	- Find evidence in the text to support an argument.

Research Procedures

The process of conducting this study were divided into two phases, which were: 1) the preparation of reading instruction based on Question-Answer Relationships (QAR) strategy and 2) the implementation of reading instruction based on QAR strategy.

Stage 1: Preparation of reading instruction

The first step is to specify the samples. The first-year students from Thaksin university were selected by using cluster sampling which relied on convenience sampling. Then, the basic concepts and related documents about teaching reading using QAR strategy were explained. The pre- and posttest were designed. After that, the eight lesson plans and some research instruments were created. The information from the basic concepts was compiled and became a theoretical framework for the development of QAR instruction and research instruments. After developing the reading instructions and the instruments, the research instruments were verified by the experts to check the effectiveness.

Stage 2: Implementation of reading instruction

The pre-test was administered to the students to measure students' reading comprehension ability before the treatment. During the implementation, the students took part in reading instruction based on QAR strategy for 10 weeks.

Pre-reading Activity

In the pre-reading activity of the first meeting of the action, the researcher began the instruction process by conveying the objective of the instruction and introducing the QAR strategy, to be employed during the reading instruction. The researcher activated the students' prior knowledge about the topic which will be discussing in the whilst-reading activities by asking guided questions. The students were active during the pre-reading activities. However, in the certain circumstances, some students were still reluctant to express their ideas although the questions required their background knowledge or experiential knowledge only. Encouraging the reluctant students to speak, the teacher directly pointed the students to share their opinions on the topic being discussed; they finally motivated expressing their ideas freely.

While-reading Activity

While-reading activity was the main activity in the current action of reading comprehension subject. In the first meeting, the researcher modeled the strategy by defining the concept of the QAR strategy and its types of questions like the Right There, the Think and Search, the Author and You and the On My Own questions. Then, the researcher distributed the students a modeling short narrative text. The teacher asked a student to read the text loudly. After reading the text, the teacher explained the content of the text per

paragraph to help the students understood the text and identified the content of the text by employing the four categories of the QAR questions, the Right There question: In answering this literal question, the teacher directly pointed to the text and showed the sentence in the text to the students. The second question category was the Think and Search question. In the modeling, the teacher asked the questions about the topic, main idea, and supporting ideas of the text. To find the topic, the teacher explained how to find the topic of the text. The topic of the text can be as the general concept of the text which can be as the main concern or subject discussed in the text and it can be seen in the title of the text or in the near beginning of the paragraph. The topic can be found as a single word or a phrase. The teacher showed the topic of the text to the students. After determining the topic, the teacher explained how to find the main idea of the text that main idea of a text can be found by asking yourself the question, what is the writer saying about the topic? Then, the main idea of a text could be the most significant statement that the writer is making about the topic. The main idea is a complete sentence referring to the topic. The last question was about the supporting ideas of the text. In determining the supporting ideas, the teacher told the students to search the information at the entire text. The supporting ideas can be as the specific information referring to the main idea. It can be found by identifying the signal words used such as first, second, next, finally, and so forth. According Author and You question, the answer of the question category can be varied for students. It depends on the students' personal judgments of the author' idea and relates it with their own schemata.

The last category was On My Own question category which requires the students to create their own ideas in answering the question. The teacher explained that to answer the question, the students should not read the text at all because the answer is not found in the text. The students should create their

own idea based on their own schemata. Modeling really helped the students to understand the concept of the QAR strategy and how to understand the content of the text by using the strategy. It was interesting that the students were active in discussing another text after the researcher's modeling in the next meetings.

However, in the first meeting, most of the students were still confused how to find the topic and main idea of the text by employing the Think and Search and Author and You questions of the QAR strategy. To help the students easy to find the topic and main idea of the text, the teacher re-explained the way to find them, as it was explained in the modeling. The teacher also gave example of the topic and the main idea from the second text which had been discussed, The Importance of Interpersonal Skills, some types of the QAR questions were easy for students to answer like the Right There questions. It was because the Right There questions were literal questions in which the answer could be directly found in the text. Furthermore, most of the students were reluctant and shy to express their ideas about the text. Although the texts were short and relevant with their real life such as The Importance of Interpersonal Skills, they were afraid of making errors in producing sentences and in answering the researcher's questions about the text. To encourage and motivate the students to express their ideas freely, the teacher-researcher told the students to speak and do not afraid of making errors. The teacher also motivated them by directly pointing the students to express their idea or opinions in answering the questions. This helped them built up their self-confidence. Besides, the teacher focused the language used by the students on the content, rather than on the form. Similarly, the teacher created good reading comprehension atmosphere to make the students felt comfortable in learning process. After doing so, the students gradually were courageously to speak freely although sometimes they made errors. However, it made them

learning to be freely expressive in the reading classroom activities. It was also found in the second meeting, especially in the Author and You category question, the students initially found difficulties in formulating their own words related to the author's opinion stated implicitly in the texts. In solving the students' difficulties, the teacher told the students to recall their experience from their life or information from the book or other resources they ever read and connect it with the information in the text. They had to evaluate or judge the author's idea or information in the text, then, they might construct their own sentence to answer the questions.

After re-explaining the way to answer Author and Your questions, gradually, the students showed progress in formulating their own ideas relating to the author's information from the texts. Yet, in the interview the students said that the difficult category of the QAR strategy question was the Author and Your category because it mixed the information from the text with their real-life experiential knowledge. Nevertheless, the students expressed that they had to think hard in answering the questions and tried to connect the information in the texts with their real experience. In the third meeting of applying the QAR strategy of reading, the students were easy to explore the content of the texts using the QAR strategy and they really enjoyed reading expository texts using the strategy.

All the students tried to get the researcher's attention to give them a chance to express their ideas in responding of the questions. It was interesting that some reluctant students in the previous meetings were really active in the third meeting. It seemed that the teacher's direct pointing to reluctant students to share ideas could help them to be confidently involved in reading class discussion.

Post-reading Activity

During the action, the post-reading activities were designed similarly. It was designed to check the students' comprehension on the materials given and gave them opportunity to ask questions dealing with the strategy and the topic already discussed. In addition, the researcher in this stage always asked the students about what they had learnt from the texts already discussed previously.

The students were really interested in sharing their opinions and experience about what they had learnt so far from the reading materials already given using the QAR strategy. At the end of the implementation, all the students did the posttest to examine the effects of reading instruction based on QAR strategy.

Results

The finding of the study was summarized in only main aspect: English reading pre-test and posttest. The finding showed to answer a research question of this study. The students' posttest mean scores was 24.70 on the English reading comprehension test were higher that the pretest mean scores was 18.10. The mean difference was 5.157. The result revealed that there was a significant difference between the pretest and posttest mean scores at a significant level ($p<.01$). Therefore, the hypothesis stated that the posttest means scores of the undergraduate students are higher that the pretest means scores at the significance level of .01 was accepted.

Discussion

This study provided the positive effects of using the QAR strategy in English reading principles course. The findings of the study are in parallel with Au, Kathryn & Raphael, (2005:206-221) who reveal the reasons of implementing QAR in teaching reading comprehension: 1) It encourages students to be more proficient and strategic readers; 2) It can help students to ask effective questions as they read and reply to the text; 3) Teachers use QAR strategy to guide and check students' understanding and then support higher-level thinking in their students. then, educators have developed several structured questioning techniques and they suggested that (QAR) strategy enables students to ask and answer four types of questions about what they read.

The findings of this study suggest some pedagogical implications. Firstly, the combination of QAR strategy is vital for EFL students' reading comprehension and should be implemented in reading instruction. This study shows that it is beneficial to students to use reading strategies appropriately according to types of reading questions. This study suggested that the QAR strategy can be used as a strategy for before, during, and after reading instruction or so-called reading cycles. Furthermore, teacher should model how to read and how to think through thinking aloud method, students can aware of how and when the strategy should be employed. Secondly, implication deals with the reading question types. While reading a text, the teacher should encourage students to answer a variety type of question which makes students' higher level of thinking.

According to the result of this study, QAR strategy had positive effect on the undergraduate students' English reading comprehension skills. It can be claimed that the QAR strategy might be adapted in the reading processes in the classroom because the stages and procedures for teaching question

relations strategy can be aligned by phrase as followed 1) The teacher explained the strategy to the students through two basic categories of questions: in the book: the answer in it can be found in the text, in my head the answer can be found outside the text, through the students' own knowledge or experiences, and each category of basic questions has two types of Sub-questions 2) The teacher presented the levels of the question relations strategy by making posters to clarify and highlight the sources of information and distributing four cards for the question relations strategy as an index for each learner. 3) Presenting difficult vocabulary and concepts to, and clarifying them before reading 4) Asking some questions about what the students know about the subject to activate their previous knowledge, and determine the source of the answers to the two levels (there is truth) and (think and search) inside the text or in the book, and the source of the answers to the two levels. In the first stage, the teacher explained the levels of the question relations strategy in more detail as follows: (There is a right) to answer these questions through a single sentence that is found literally in the text. (Think and research) answering these questions through the text, but not through a single sentence, but through sentences distributed in the text, as the learner collects the answer from different sentences in the text. (The writer and you) answer these questions through the text, but not through one sentence, but through sentences distributed in the text, as the learner combines the answer from different sentences in the text. The answer to these questions is not in the readable text, but depends on the background knowledge and personal experiences on the subject. The teacher explained the levels of the strategy in more detail. The second stage, the teacher's reading of the text is a typical reading, the aim of which is to enhance reading fluency by providing questions and answers, and explaining each type of question relationship. The teacher presented samples of the answer as a clear example for the learner to distinguish between the

different types of questions. Explanation of how to determine the type of question in the school question book through the index of cards, which will help the learner to remember the four types of question relations strategy. The students choose the appropriate and correct type of card and ensures that thinking is modeled by thinking out loud, so that it becomes clear to the students how to find answers to the two categories of questions (in the text, in my head), and explain the processes used to answer these questions 5) Highlighting where the information is in the text or outside the text to help the learner draw conclusions and make inferences from the text. The third stage, the teacher and the students read together (participatory reading), then the teacher clarifies difficult vocabulary and concepts for the students.

Readers identify the types of strategy questions by drawing the correct card from the index and the appropriate answer for each category, while providing a logical justification for the source of their answers. Then, the teacher presents a set of questions without providing the answers, then directs the students to think about finding the place of the answers themselves. The students themselves formulate the questions and answers through the text, then the students determine the type of each of the question relations questions, at this stage the learner can make cards writing the question and the answer in the front of the card, and the type of the source of the answer in the back. Next, it is called the application stage. A group of students exchanged questions and answers, explained, and discussed the reasons for using each type of question-relationship strategy question. Each group of students shares one or two questions for one of the main categories of the strategy, and the teacher should give students feedback when they use this strategy. In evaluation stage, students and teacher discuss the question relations technique and how it helps improve the students' understanding of the text. Talking about types of questions requires the greatest number of students' thinking about how to

determine the questions and answers. The students complete the effective answer by writing two questions: How does the question relations strategy help in understanding the information? How can I apply my royal strategy.

Furthermore, it is in line with Kusumawardani, Subari, & Marcella, (2022:1) they studied the effects of using QAR strategy at the tenth grade of SMA NEGERI 16 BANDAR LAMPUNG in 2021/2022. Based on the result of the students' reading test It could be proved from the mean score of students in reading test before applying Question Answer Relationship Strategy was 58.03. The class percentages which passed the Minimum Mastery Criterion was 0 %. Furthermore, the mean score in the reading test of cycle 1 was 78.25. It meant that there was some students' score improvement from the previous test was 1.13. Meanwhile, the class percentages which passed the Minimum Mastery Criterion in reading test of cycle 1 were 35.71 %. While the mean score in the reading test of the second cycle was 78.83, it showed the students' improvement score was 4.17 %. Meanwhile, the class percentages which passed the Minimum Mastery Criterion were 46.43 %. This class percentage showed the improvement from the pre-cycle to the second cycle was 82.14% in the class percentage.

Amelia, & Iman, (2022:66) conducted the studies for improving secondary students 'reading comprehension through QAR strategy. The results of percentage analysis showed that the students' perception of the QAR strategy was positive. It perceived that the QAR strategy was effective to help the students improve their reading comprehension achievement significantly. Those findings indicated that the QAR strategy was effective in improving students' reading comprehension achievement of descriptive texts for the seventh graders of SMP Tri Dharma Palembang in the academic year 2021/2022.

Haloho, Sipahutar, Marbun, & Asrul, (2022:41) investigated the effect of QAR strategy on students' achievement in reading comprehension. After learning by applying QAR strategy, the standard deviation in the experimental group was 2.084. Students are more engaged in reading after employing the question-and-answer learning paradigm to improve their interest. In addition, Manurung, & Jabari, (2023:485) applied the question-and-answer relationship (QAR) strategy to enhance critical reading skill of authentic text. This study examined the implementation of the QAR strategy during the teaching-learning process to enhance the critical reading skill of authentic texts The question categories of the QAR strategy could help the students in managing difficulties in doing the reading learning activities.

Thus, the use of the QAR strategy in the current Classroom Action Research has shown to be an effective strategy to improve the students reading comprehension skills of expository texts in identifying the topic, main idea, and supporting ideas of the text. Besides, in the current study, the improvement of the students' comprehension in the reading were also triggered by the teacher's modeling in applying the QAR strategy in reading comprehension instruction and the content-based language focused of the instruction to assist the students freely speaking without fearing of producing errors . It is therefore modeling and content focused of the language instruction were helpful to assist the students understood how to apply the strategy in the reading process and to be actively involved in classroom discussion.

Suggestions

The researcher proposes the suggestion as follows:

1. English language teachers can adapt the QAR strategy to enhance students' understanding of English reading comprehension.

2. The QAR strategy can be used with other strategies that enable students enjoy and read English reading material effectively.

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