

The Impact of Question-Answer Relationship Strategy on Reading Comprehension Among The Second-Semester Students of Midwifery College of Andi Makkasau Parepare

Rasda Rahim

Muhammadiyah University of Parepare
Email: saya.rasdarahim@gmail.com

Abstract. The purpose of this research was to investigate whether or not the reading ability of the second-semester students of Midwifery College of Andi Makkasau Parepare can be improved through the Question-Answer Relationship strategy. This research used a quasi-experimental. The subject of this research was the second-semester students of Midwifery College of Andi Makkasau Parepare. There were two classes, class B as an experimental group treated through the QAR reading strategy and class A as a control group treated through the 321 reading strategy. It utilized the total sampling technique. The participant in each group was 40 students. The instrument used in this research was a multiple-choice reading test. The data obtained through the test were analyzed quantitatively by using the t-test formula. The research reveals that there was a significant improvement in the reading ability of the second-semester students of Midwifery College of Andi Makkasau Parepare after being taught through the QAR reading strategy. It was proved by the data analysis. It was shown that the mean score of the posttest was higher than the mean score of the pretest ($76 > 53$). Besides the mean score, there was also the result of the t-test to examine the research hypothesis. Based on the result data analysis, the t-score value higher than the t-table ($5.371701 > 1,668$). It indicated that there was a significant improvement in students' reading comprehension literally, inferentially, and critically after the treatment. It proves the research hypothesis that the reading comprehension ability of the second-semester students of the Midwifery College of Andi Makkasau Parepare can be improved significantly through the QAR reading strategy.

Keywords: Question Answer Relationship, Reading Comprehension

1. INTRODUCTION

It should be noted that reading is one of the important language skills. The importance of reading proposed by Harmer (2010:99), Greenal,

and Michaels (1986: 46), they are stated that reading is useful for language acquisition. Reading also has a positive effect on students' vocabulary knowledge, spelling, and writing. So, comprehending the

text well is needed by the reader. Comprehension the text means that the students or the reader not only understand each word separately, but linking them together into meaningful ideas. It is in line with Woolley (2011:15), Pang, Muaka, Bernhardt, and Kamil, (2003:6) pointed out that reading comprehension is the process of making meaning from text.

Some problems often occur in teaching reading. Daniels and Steven (2004:233), Lapp et al (2004:306), and Namara (2009:34) stated that numerous problems can occur in reading; they may come from the students, the text, or the reading strategy itself. The problem comes from the students such as their comprehension level: confusion about the meaning of the words and sentences, inability to connect ideas in a passage, omission of, or glossing over details, difficulty distinguishing information from minor details, and lack of concentration during reading.

Meanwhile, the reading problem comes from the text, such as (1) vocabulary, (2) Length of the text, (3) Text structure, (4) Interest level or topic of the text. Another problem is may come from the reading strategy. The teachers' idea of reading is very important to determine the most suitable strategies and methods for reading effectively. In the past, most of the teachers didn't try to activate the students' prior knowledge about the text and provoked the students' curiosity about the text. They used to present a reading textbook and ask the students to read whether silently or loudly, and then students had to answer the question that follows. Unfortunately, students had no choice but to read even if they had not a good technical way to read.

This strategy repeated in each teaching reading process, so made students fell bored in learning.

After doing an observation to the second-semester students of Midwifery College of Andi Makkasau Parepare, the researcher found that the fundamental problem to the students' weakness reading comprehension was an inaccurate selection of teaching reading strategy. By seeing students' score reading ability is around 50-60 while these values are classified as a poor category in reading based on Panduan Akademik AKPAR Andi Makkasau Parepare. This phenomenon brought the researcher focused on the research on teaching reading strategy.

There have been a lot of strategies discussed by many experts dealing with reading comprehension. One of them is the Question Relation Answer (QAR) developed by Raphael in 1986. It is designed as a means for students to understand the relationship between questions and answer through the types of questions and consider the information obtained based on the text and their background knowledge.

Therefore, the researcher chose this strategy use as learning strategies deems appropriate to understanding reading text. Besides that, the English lecturers of Midwifery College of Andi Makkasau Parepare have never used this strategy yet in their learning process.

This research was very important to do because this research gave consideration in determining a strategy for teaching reading comprehension to the students and students can explore their ability in the reading comprehension process by summarizing the key ideas of the text and use their background knowledge to engage with the text.

2. LITERATURE REVIEW

A number of researchers had conducted a study related to the reading comprehension, and the use of Question-Answer Relationship strategies in improving students' reading achievement. Firstly, an academic researchers, Peng et.al (2007) in their research about "Impact of Question-Answer Relationship on Reading Comprehension" in a Primary 6 English classroom in Singapore. The result of their research on QAR confirms that its value in reading comprehension strategy instruction but it also raises the need to look into the use of effective strategies to activate pupils' prior knowledge and schema for better comprehension, especially for 'In My Head' questions. More importantly, it affirmed the importance of helping pupils make connections between the texts they read and the world around them during the day-to-day lessons. The raising of the pupils' awareness of the need to make text-to-self connections, text-to-world connections, and text-to-theme connections would go a long way to improving their ability to handle higher-order comprehension questions.

Secondly, Mehnarz (2014:309) in his research "The Effect of Question-Answer Relationship (QAR) Strategy on First Grade High School EFL Students' Reading Comprehension". The findings of the study are in parallel with Rapael and Au (2005) 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 to guide and check students' learning and to support higher-level thinking in their students.

Thirdly, Sholichah and Ririn (2016) in their research "The Implementation of Question-Answer Relationship (QAR) Strategy in Teaching Reading of Narrative Text for Tenth Grader of MAN Mojokerto" wrote that the students have positive responses toward the implementation of QAR strategy in reading of narrative text. The students stated that the QAR strategy was a fascinating strategy because it could help them to answer the question using less time-consuming. The students' work in reading comprehension after the implementation of the QAR strategy showed a satisfactory result. Most of the students could do a great result of work while doing the assignment showed in the QAR chart. The QAR worksheet in a form of a chart could be done and answered correctly.

Fourthly, Raditya (2016) conducted a research under the title "The Effectiveness of Question-Answer Relationship (QAR) Strategy in Reading Comprehension Descriptive Response Text Learning on VII Grade Students of SMP 4 Kalasan, Sleman". The result of her study confirms that the QAR strategy proved to be effective used in learning understanding the descriptive text. It is based on her research finding that there is a significant difference between students who are taught through QAR strategy and who are taught without QAR strategy.

Some of the previous researches above confirm that the QAR strategy can help students to improve their reading comprehension. According to researchers it because the guidance questions or four-level questions on the QAR strategy make students more focused and easier determined the information stated in the selection. QAR assisted students to differentiate among question-based on where the answer can be found.

Raphael identified two categories of questions: those who answer are supplied by the author (in the book QARs) and those that have answers that need to be developed based on the reader's ideas and experience (in my head QARs). Those two categories of questions also have two different types of questions.

In the book, questions are classified as either "Right There" or Think and Search question. The answer to "Right There" question can be found in one sentence in the text. Students can point to these answers. The answer to "Think and Search" question is pieced together using information from different parts of the text.

In my head question are classified as either "Author and You" question or "On My Own" question. The answer to "Author and You" questions are not found in the text. Instead, they required students to think inferentially. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together. "On My Own" questions can be answered without even reading the text. The answers to these questions rely solely on their own experience.

After analyzing some previous research, the researcher emphasized this research focused on the QAR strategy in teaching reading comprehension to the second-semester students of Midwifery College of Andi Makkasau Parepare.

The Concept of Reading

Definition of Reading

Reading is a medium of language acquisition, communication, and sharing information or ideas. Cline et.al (2006:2) adduced three definitions of

reading; firstly Reading is decoding and understanding written text. Second, reading is decoding and understanding text for particular reader purposes. Translating text to speech, and translating directly to meaning are the way readers decode written text. Third, Reading is the process of deriving meaning from text.

Purposes of Reading

Grabe and Stoller (2013:6-8) stated the purposes of reading as follows: (1) Reading to search for simple information, (2) Reading to skim quickly, (3) Reading to learn from text, (4) Reading to integrate information, writes, and critiques texts, (5) Reading for general comprehension

Technique of Reading

Brown (1989) and McDonald (2012) explain four main types of reading techniques in his article as follows: (1) Skimming: Brown (2001: 308) and Baele (2013) stated that skimming quick reading. Consist of quickly running eyes across a whole text (such as an essay, article, or chapter) for its gist. (2) Scanning: Brown (2001: 308) and Beale (2013) define that scanning is quickly searching for some particular piece of pieces of information in the text. Scanning is a technique used to search keywords or ideas. It is used to find a certain piece of information. (3) Intensive Reading: Brown (1989), Long and Richards (1987) argue that Intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. (4) Extensive Reading: Long and Richards (1971), Brown (1989), and Mikulecky (2008) agree that extensive reading

is always done for the comprehension of main ideas, not for specific details. Extensive reading is a highly individualized approach to reading improvement. Students choose their books and read based on their own pace.

The Process in Reading

Tompkins (2008:40) and Huges (2007) explain that the reading process is organized into five stages: (1) Pre-reading; in this stage, the students should activate or build their background knowledge, think about the genre of the text, set the purposes of the text, introduce key academic vocabulary words, make a prediction about the text and preview the text. (2) Reading; in reading activity, the teacher and students applied five types of reading: independent reading, partner reading, guided reading, shared reading, and reading aloud to students. (3) Responding; students respond to what they have read and continue to negotiate the meaning after reading. (4) Exploring; students go back into the text to examine it more analytically. (5) Applying; in this stage, students extend their

comprehension, reflect on their understanding, and value the reading experience. They also can read a related book and use information in thematic units.

The Concept of Reading Comprehension

Gregson in (Anas, 2008:14) defines that comprehension is the ability to understand and interpret spoken and written language, it is also implied that comprehension is a subject in its own right whereas comprehension should be the means of learning and comprehension runs through every activity included the curriculum, and extend to every faced of leaving. Meanwhile, Nunan (2003:68) states that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. Comprehension is the goal of reading. The act of reading combines a text, reader, fluency, and strategies.

Level of Reading Comprehension

Lapp & Flood (1986) in Hamra (2012), Barrett in Brassell, and Timothy (2008:17) have suggested three levels of comprehension as illustrated below.

Comprehension Level	Indicator
Literal Comprehension	<ul style="list-style-type: none"> Express the main ideas Details/Explanatory Sequence /series Following instruction Understanding vocabulary
Interpretative Comprehension	<ul style="list-style-type: none"> Implied main idea Guess a casual relationship Guess pronoun Guess adverb Guess the missing word
Critical Comprehension	<ul style="list-style-type: none"> Applied main idea Analyzing information Predicting mood Predicting the author's purposes Draw conclusion

The concept of Question Answer Relationship Strategy

Raphael identified two categories of questions: those who answer are supplied by the author (in the book QARs) and those that have answers that need to be developed based on the reader's ideas and experience (in my head QARs). Those two categories of questions also have two different types of question.

In the book, questions are classified as either "Right There" or Think and Search question. The answer to "Right There" question can be found in one sentence in the text. Students can point to these answers. The answer to "Think and Search" question is pieced together using information from different parts of the text.

In my head question are classified as either "Author and You" question or "On My Own" question. The answer to "Author and You" questions are not found in the text. Instead, they required students to think inferentially. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together. "On My Own" questions can be answered without even reading the text. The answers to these questions rely solely on their own experience.

QAR and Level Comprehension

"Right There" question in QAR strategy can be considered a literal level question of which objective is to understand what actually stated in the selection. The students scan the text, find keywords, and search locate. Then, they check the answer to make sure that the answer is found in one place in a text.

"Think and Search" question is an inferential level question. At this level, the students are supposed to understand what is implied not only what is stated. Students skim or reread the text to conclude, making a generalization or predicting outcomes.

"Author and Me" combines all three levels of the question since students take what said (literal), relate to something they have read, studied, or experience, and apply the concept or ideas beyond the text. (Rothong, 2013:14)

"On My Own" considered as critical question level. They are an open-ended question that is raised by ideas in the text. The students need to use their ideas and experience to answer the question.

3. METHOD

This research has investigated the result of the QAR strategy and determine the effectiveness of the use of this strategy for measuring the reading comprehension ability of the second-semester students of Midwifery College of Andi Makkasau Parepare. Therefore, the researcher formulated this research question "Is there any significant improvement of the reading comprehension ability of the second-semester students of Midwifery College of Andi Makkasau Parepare after learning reading through Question Answer Relationship?"

This research was employed in a quasi-experimental method with a total sampling technique, one class as a control group, and another class as an experimental group. Each group was given by different treatment; reading through the QAR strategy applied in the experimental group and the control group served by the 321 strategy.

Participant

The population of this research was the students of the second-semester students of Midwifery College of Andi Makkasau Parepare in the academic year 2016-2017. It consisted of two classes; each class consists of 40 students. So the total population was 80 students. Since the total of the population was ≤ 100 so that the researcher used total sampling technique.

Material

The researcher gave the treatment to both experimental and control group. The experimental group has been given the treatment by QAR strategy while the control group has been given 321 reading strategy with the same materials.

Experimental group

The researcher conducted four-time meetings for this group. The procedure that had been given was the researcher explained QAR reading strategy and the learning objective would be reached, then divided students into several groups, distributed the text material, the students read the text aloud, and applied the QAR strategy in the reading activity. In this case, the students were expected to comprehend the text and distinguished two sources of information by using "In the Book" and "In My Head" techniques. After that, the students discussed the text, answered the question, and submitted their answer

Control group

The researcher also conducted four-time meetings for this group. The procedures that had

been given were the researcher explained the 321 reading strategy and the learning objective would be reached, then divided students into several groups, distributed the text material. The students read the text using the 3-2-1 strategy reading activity, then discussed the text. After that, the students answered the question based on the 3-2-1 rubric. For instance, write down 3 things you find out, write down 2 interesting things, write down 1 question you still have, and submit their answer.

Test

Collecting data is one of the important things that can determine the result of the research. The procedures of data collecting used in this research are pre-test and post-test. In the pre-test, the researcher gave the pre-test before giving treatment to the students. It purposed to define the students' prior skill of reading. While the post-test had been given after the students got the treatment. It had been given to know the significant difference between the students' abilities before and after applying the QAR reading strategy.

Procedure

To find out the effectiveness of the QAR reading strategy, the researcher gave a reading test to both the experimental and control group. It was consist of pre-test and post-test. The way students in answering the test showed the students' ability in comprehending the text whether literally, inferentially, and critically. Then, the researcher collected and analyzed their answers using statistic analysis technique by following steps: (1) scoring

the students' correct answer of pretest and posttest, (2) classifying the students score, (3) calculating the mean score between the result of pre-test and post-test, (4) calculating the standard deviation of the students, (5) calculating the value of t-test to indicate the difference of the mean between pre-test and post-test

4. RESULT

In this research, the researcher found significant improvement in students' reading ability in pretest and post-test. Before students were taught through the QAR reading strategy, most of the students could not comprehend the reading text whether literally, inferentially, and critically. Three problems occurred. Firstly, the problem came from the students (the lack of vocabulary, inabilities to connect ideas in a passage, the lack of concentration). Before reading through the QAR, most of the students' answered the questions by guessing the same vocabularies found in both text and test. This technique was not accepted especially when inferential and critical comprehending are needed.

Secondly, the problem came from the text (the length and the topic of the text). Length became a formidable obstacle for struggling students, even if the text is consistent with their reading level. Complex passages that describe a complicated event, elaborate on a concept, or investigate causes and effects made difficultly were followed by students. Finally, it was influenced by the students' interest with the text.

Thirdly, the problem came from the strategy (the teacher used a traditional way of teaching reading).

Some of them decided to answer the test in the pre-test according to the similarity word in the text. The student confused answering the test especially for the test required students' comprehension inferentially and critically. Therefore, the researcher taught reading comprehension through the QAR that presented a three-way relationship between questions, text content, and reader knowledge so they were guided to comprehend the text in literally, inferentially, and critically.

Before students reading the text, the researcher led them to recall their background knowledge about the text. It was aimed to make a connection to the text before reading it. This strategy also probably gave a general description of the text before the students went into the text. Likewise, before the student answered the test, the researcher gave a detailed explanation about the QAR reading strategy that divided questions of two broad categories; "In the Book" (text-explicit) questions and "In My Head" (text-implicit) questions. It made the student easily answer the question required literal, inferential, and critical comprehension.

The students' reading ability improved significantly after applying the QAR reading strategy. They could distinguish literal, inferential, and critical information in the passage. The students' did not use their "word-guessing" technique anymore to answer text-explicit questions. They also knew to combine their background knowledge and the text they read. So, it made them more easily answered text-implicit questions. It was approved by data findings.

Table 1. The Frequency Percentage and data Distributions of Experimental and Control Group in Pretest Scores

NO	Classification	Interval	EG (QAR Class)		CG (321 Class)	
			F	%	F	%
1	Very Good	80 – 100	0	0 %	1	2.5 %
2	Good	66 – 79	6	15 %	1	2.5 %
3	Fair	56 – 65	13	32.5 %	11	27.5 %
4	Poor	40 – 55	17	42.5 %	25	62.5 %
5	Very Poor	00 – 39	4	10 %	2	5 %

Table 1 shown the data analysis result regardless of frequency and the percentage of students' pretest of both groups. Data shown assumed that the students' ability in reading comprehension before treatments were at a poor level. It was proved by the majority of students' pretest shown undesired classification. The pre-test score of the experimental class shown that 6 students got good classification, 13 students got fair classification, 17 students got classification and 4 students got very poor classification. The same

result also was shown by the control class; the pre-test score of the students of the control class also had shown undesired classification. Data shown that 1 student got very good classification, 11 students got fair classification, 25 students got poor classification and 2 students got very poor classification.

After founding the data of students' pretest scores, the researcher calculated the mean score and standard deviation of the students presented in the following table.

Table 2. The Mean Score and Standard Deviation of Students' Pretest

Group	N	Mean	STDV
QAR Class	40	53	12.3413
321 Class	40	55.5	8.8288

The table was shown that the mean score of the two classes was categorized as poor classification. It can be concluded that before treatment, the students reading comprehension were in low skill.

Moreover, the researcher also described the data about the students' reading comprehension taken after conducting the treatment through the same kind of instruments as the pre-test scores as follows;

Table 3. The Frequency Percentage and data Distributions of Experimental and Control Groups in Posttest Scores

NO	Classification	Interval	EG (QAR Class)		CG (321 Class)	
			F	%	F	%
1	Very Good	80 – 100	15	37.5 %	2	5 %
2	Good	66 – 79	22	55 %	27	67 %
3	Fair	56 – 65	3	7.5 %	11	27.5 %
4	Poor	40 – 55	0	0 %	0	0 %
5	Very Poor	00 – 39	0	0 %	0	0 %

Table 3 was shown the frequency and percentage of the score achievement of the students' posttest scores in two groups. The table indicated that after treated through the QAR strategy 15 students (37.5%) in the experimental group reached a very good score in reading comprehension, 22 students (55%) reached a good score, and 3 students (7.5%) reached a fair score. Otherwise, the control group, it was identified that 2 students (5%) got a very good score, 27 students (67.5%) got a good score, and 11 students (27.5%) got a fair score after treated by

321 strategies. Such data tells us that majority of the students of both groups had good ability in reading comprehension. Based on the data, the researcher found the reading ability of the students in the experimental class were empowered after treating the QAR strategy.

Likely with the pretest, the data found in the posttest also calculated to the determined mean score and standard deviation that can be seen clearly in the following table.

Table 4. The Mean Score, Standard Deviation Score of Students' Posttest

Group	N	Mean	STDV
QAR Class	40	76	6.2223
321 Class	40	69.125	5.1748

The table indicated that after being treated through QAR and 321 reading strategy, the mean score of the students in the posttest improved into

76 for QAR class and 69.125 for 321 class. Both scores are categorized as good classification.

The mean score of the post-test of the two groups then analyzed by using a t-test formula to see whether there is a significant improvement in

the students' reading comprehension after giving treatment. The researcher found that the calculation of t-test score as follows:

Table 5. The t-test Score of Students Posttest

Test	α	$T_{testvalue}$	DF	T_{table}
Posttest	0.05	5.372701	78	1.668

The table above shows that $T_{testvalue}$ 5.372701. If was compared into T_{table} with $\alpha = 0.05$ and $df = 78$, so it was found that the T_{table} was 1.668. Based on that value, it can be concluded that $T_{testvalue}$ was higher than T_{table} or $5.372701 > 1.668$ which was mean that the students are taught through QAR and the 321 strategy gave the improvement to their reading comprehension.

Then, from the means score of both classes can be found that the mean score of the experimental class was higher than the mean score of the control class namely: 76: 69.125.

The following table was a result of the multiplication of the data analysis. The data in the table shown answered the research question by the result of the t-test.

Table 5. The Result of Hypotheses Analysis

Class	N	Mean		$T_{testvalue}$	T_{table}
		Pretest	Posttest		
QAR	40	53	76	5.371701	1.668
321	40	55.5	69.125		

The result of data analysis was shown that the mean score of the QAR class improved from 53 to 76, it was improved as 23. Otherwise, for 321 class, the mean score also improved from 55.5 into 69.125 it was improved as 13.625 with $T_{testvalue}$ 5.372701 and T_{table} 1.668. The result of the t-test in the table was shown that the t-test value was

higher than the t-table. It indicated that there was a significant improvement in the students' reading comprehension ability after being taught through the QAR reading strategy where the students' reading comprehension improved significantly in the posttest (after being taught through QAR reading strategy).

5. DISCUSSION

Based on the research findings, the researcher found that the use of a QAR reading strategy could improve students' reading comprehension. It is proved through the result of the pretest and posttest. The score in pretest shown that the mean score of the students is 53 which is categorized as poor based on the Midwifery College of Andi Makkasau of Parepare score classification decrease standard deviation 12.3413 shows that the students' ability was quite varied in the class. Whereas, the mean score of the students' reading in the posttest was 76 which is higher than the mean score in the pretest and indicated that the students' reading ability was improved. The standard deviation 6.2223 also decrease from the pretest which indicated that the students' ability in the class more identical.

As stated by Tomkins (2010:452) that the QAR is considered as a suitable strategy in learning to understand the text because in its process the students are guided to be more focus on the text, as has been explained by that it is shown in QAR's steps namely; (1) reading the question (2) understanding the question QAR levels whether literally, inferentially and critically (3) reading the text (4) answering the question, and (5) sharing the answers. The research findings indicated that both the experimental and control group had a significant improvement in three levels of reading comprehension (literal, inferential, and critical) after being taught through the QAR strategy for four meetings. However, the result of an experimental class was higher than the control class.

The finding of this research was supported by some related previous researchers. Peng, et al reports

on an action research project which involves using Question-Answer-Relationships (QAR) to improve reading comprehension. Their research has shown that using QAR provides pupils a systematic way of analyzing task demands of different question probes which in turn can improve reading comprehension.

Mehnarz (2014) conducted to identify the efficiency and the effects of Question-Answer Relationship strategy (QAR) on the reading comprehension ability of EFL students in first-grade high school of Mohaddeseh, Urmia, Iran. The result of his research was concluded that using the QAR strategy in the experimental group improved the students' reading comprehension.

Another researcher, Rothong (2013) conducted the research the Effects of Reading instruction Using QAR and Reading Strategies on Reading Comprehension Ability found that the students had a positive attitude toward English reading and the interest in answering reading question had increased considerably, they also could explain concisely the reading strategies they used for each type of question.

Sholichah and Ririn (2016) in their research stated revealed that the implementation of QARs encourages the students to conduct reading and answer the questions, the students can comprehend the text while answering the questions. The students also can categorize the questions to avoid spending too much time while finding the answer. Besides, the students enjoyed it although they had to face a lot of questions. In line with that Raditya (2016) found in her research that there is a significant difference in reading comprehension descriptive response text learning between students taught using QAR

strategy and who are taught without using QAR strategy on VII grade students of SMP Negeri 4 Kalasan, Sleman. She found in her research that the t-test of the posttest control group and experimental group obtained that 5.155 with df 62 and p 0.000. She also argued that The QAR strategy is effective to be used in reading comprehension descriptive response text learning.

6. CONCLUSION AND SUGGESTION

Based on the previous explanation, the researcher took the conclusion that the use of the Question-Answer Relationship in teaching reading comprehension can improve the students reading comprehension ability of the second-semester students of Midwifery College of Andi Makkasau Parepare significantly. It is proved by the difference between the data of the reading test in pretest and posttest of the three-level comprehensions and the mean score. Besides, the result of the t-test shows that t-test value $>$ t-table ($5.372701 > 1.668$). By correlating this result with the hypothesis testing, it indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Besides, if the mean score of pre-test and post-test are imported to the score classification in Pedoman Akademik AKBID Andi Makkasau Parepare, it shows that the mean score of the pre-test (53) is in the fair category and the post-test (76) is in a good category. In other words, the students' scores improved.

Considering the final data analysis and conclusion, the researcher would like to suggest the teachers have sufficient knowledge and ability

to select appropriate method or techniques and in accordance with the learning material to be taught to improve students' learning outcomes, one of the alternative strategies is the Question-Answer Relationship strategy. As well as the students are suggested to use the QAR strategy as the way in the reading process so they can understand the text literarily, inferentially, and critically. Because, the strategy guides them to be more focused on the text and able to distinguish two sources of information that lies in the text that known by "In the Book" (based on students' background knowledge) and "In My Head" (based on students experience).

REFERENCES

- Beale, Abby Marks. 2013. Education Article. Skimming and Scanning: Two Important Strategies For Speeding Up Your Reading. Retrieved from <https://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/>
- Brown, H. Douglas. 2001. Teaching by Principle: An Interactive Approach to Language Pedagogy 2nd ed. San. Fransisco: Longman
- Grabe, William., Fredricka L Stoller. 2013. *Teaching and Researching Reading*. Second Edition. New York: Routledge
- Hamra, Arifuddin, and Syatriana, Eny 2012. *A Model of Reading Teaching for University EFL Students: Need Analysis and Model Design, Vol 5*. Published journal: Canadian Centre of Science and Education
- Huges, Janette M. 2007. Education Article: Teaching Reading and literacy, K-6. Retrieved from <http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html>. Accessed on 20th November 2017
- Lapp, Diane et al. Teaching All the Children: Strategies for Developing Literacy in an Urban Setting. New York: The Guilford Press, 2004, p. 306.

- MacLeod, Maija. Type of Reading Retrieved from <http://slllc.ucalgary.ca/Brian/611/readingtype.html>. Accessed on 29th November 2017
- McDonald, Karl. 2012. *Different Reading Technique And When To Use Them*. Retrieved from <http://www.howtolearn.com/2012/08/different-reading-techniques-and-when-to-use-them/> accessed on 8th December 2016
- Nunan, David 2003. *Practical English Language Teaching*. New York: McGraw-Hill Companies. Inc.
- Peng, GohSwee. et al. 2007. *Impact of Question-Answer-Relationships on Reading Comprehension*. Singapore: Pei Chun Public School and Marymount Convent. Retrieved from http://iresearch.osprey.url3.net/iresearch/slot/u110/Alar/casestudies/ar_peichun_qar.pdf. Accessed on 1th December 2016
- Raditya, Ria. 2016. *The Effectiveness of Question-Answer Relationship (QAR) Strategy in Reading Comprehension Descriptive Response Text Learning on VII Grade Students of SMP Negeri 4, Sleman*. E-Journal: Universitas Negeri Yogyakarta. Retrieved from <http://jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/viewFile/337/280> p 1-9 accessed on 19th November 2017
- Raphael, Taffy E, and Kathryn H. AU. 2005. "QAR: Enhancing Comprehension and Test Taking Across Grades and Content Area". *The Reading Teacher*, Vol.59, No.3, November, hlm. 206-221.
- Rothong, Apaporn. 2013. *Effect of Reading Instruction Using Question Answer Relationships (QAR) and Reading Strategies on Reading Comprehension Ability of Eleventh Grade Students*. Publish Thesis. Thailand: Chulalongkom University.
- Sholichah, NurulIlmiatus., RirinPusparini, S. Pd., M. Pd. 2016. *The implementation of Question Answer Relationship (QAR) Strategy in Teaching Reading of Narrative Text for Tenth Grader of MAN Mojokerto*. The State University of Surabaya.
- The Question Answer Relationship QAR: Strategy for Comprehension and Test Taking*. Retrieved from <http://www.pdfdrive.net/the-question-answer-relationship-p-qar-wikispaces-e10011659.html> in 2015, on 30th April 2015.
- Woolley. 2011. *Reading Comprehension: Definitions Research and Consideration*. Retrieved from http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/images/0205456278_C01.pdf. Accessed on 2nd August 2016