

**THE EFFECTIVENESS OF TEACHING READING SKILL USING
QAR (*QUESTIONS-ANSWER RELATIONSHIP*) METHOD: AN
EXPERIMENTAL STUDY AT SMK AS SALAAM
SUKOHARJO**

J O U R N A L

Proposed to

Postgraduate Program of Language Study of Muhammadiyah University of
Surakarta to Fulfil One of the Requirements in Getting Master Degree
in English Language Teaching



by:

AMINUDIN NOOR
S. 200 060 003

**MASTER DEGREE OF LANGUAGE STUDY
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2015**

APPROVAL

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Submitted to
Postgraduate Program of Language Study
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by:

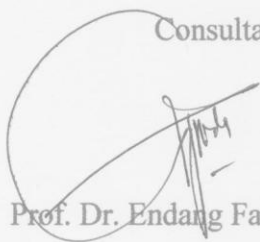
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Consultant II

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Dr. M. Thoyibi, M.S.

THE EFFECTIVENESS OF TEACHING READING SKILL USING QAR (QUESTIONS-ANSWER RELATIONSHIP) METHOD: AN EXPERIMENTAL STUDY AT SMK AS SALAAM SUKOHARJO

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ABSTRACT

The objectives of the research are to find out: 1) whether or not the method of QAR is effective in improving students' reading skill; and 2) whether or not the method of QAR is effective in improving students' learning motivation in reading of the of Xth grade students of SMK As Salaam of Sukoharjo Academic Year of 2011/2012.

The type of the research is quantitative research with descriptive comparative in nature. The design of the research is using quasi experimental design. The research was undertaken SMK As Salaam of Sukoharjo. The subjects of the research are X grade students of SMK Assalaam Sukoharjo in Semester I academic year 2011/2012. The techniques of collecting data in the research comprises of observation, questionnaire, test, and document. The data analysis technique employed is individual t test.

The research concludes that: 1) The method of QAR in teaching reading skill effective in improving students' reading skill. It is demonstrated with the post tests results that showed a significant difference in reading score averages between the control and experiment groups, with the t statistic result of -2.178 that is significant at significance level of 5%; and 2) The method of QAR in teaching reading skill effective in improving students' learning motivation in reading. It is demonstrated with the average score in learning motivation between the groups that showed a significant difference, namely the t statistic result of -4.282 that is significant at significance level of 5%.

Keywords: QAR method, effectiveness, reading skill.

INTRODUCTION

The objective of English language teaching is the development of communicative ability in English covering four language skills. The skills developed are reading, writing, listening, and speaking, with an emphasis on reading ability (Fauziati, 2009: 147). Fauziati, further, explains that the general goal of the English teaching in Indonesia is the acquisition of Communicative Competence with an emphasis on reading skill, and not speaking.

Based on the above explanation, it can be concluded that reading is the central to the English learning process. It is not merely a process of decoding. According to Carrel and Eisterhold (Alyousef, 2005: 143), reading is a process in which the reader reconstructs a message which has been encoded by a writer.

Grabbe sees reading as an active process of comprehending (Paul, 2004). He describes reading as an "... active process of comprehending [where] students need to be taught strategies to read more efficiently (e. g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc."

According to Fauziati (2009: 34), during reading, the reader processes his background knowledge and the printed text using specific skills and strategies to form expectations or predictions about the text, selecting and using the most productive cues to confirm or reject those predictions. Therefore, it can be concluded that the reader, in reading, constructs a message which is encoded by a writer, in cyclical process of sampling from the input text, predicting,

testing, and confirming or revising these predictions.

The importance of reading for students, especially in an era defined by standards, is related to the ability to develop deep and critical knowledge of subject matter content. According to Snow (2002: 45) reading concerns with the ability to develop deep and critical knowledge of subject matter content.

One of the most difficult tasks of a language teacher in the context of teaching English as a foreign language is to foster attitude toward reading. It is caused by the limited time and other constraints they face during the teaching and learning process. Teachers are often unable to encourage students to find entertaining and interesting information in reading materials. Therefore it often creates a negative mind-set in students who consider the effort to interact with reading materials as an unattractive activity compared to the process they may get from visual electronic media.

However, reading programs may help students develop their language skills necessary for success. But it is hard to implement an effective reading program, especially in countries where English is treated as foreign language. The success of implementing reading programs will depend on the students' interest.

In relation to reading, the survey research administered by National Education Department of Republic of Indonesia showed surprising results. It is proved that reading comprehension competence of elementary school students were in a low level. Almost 76.95% of students were unable to use dictionary. Among those who were able to use dictionary, there were only about 5% can search words in Indonesian Dictionary systematically (Syah, 1995: 34).

The same condition also happens in SMK As Salam Sukoharjo. The problem they experienced in English is concerning reading skill. Most students, about 89 students of 122 or equal to 72.95% are lack in English. It is shown from their passing grade in English that are

below minimum passing grade required by the curriculum. As a more intensive observation undertaken, the problem is mostly in reading skill. Students are unable to comprehend the reading materials in the text. Therefore their understanding on material taught is quite poor.

Based on the fact above, it is necessary for language teachers to foster reading on their students. It may be done by selecting proper materials to the students. The reading programs may be useless if it is not done properly. Teachers should select reading materials that are relevant to the students' needs and interests.

One of the methods in using questions to promote comprehension is Question-Answer Relationships (QAR). This method was developed by Raphael to help learners know what information sources are available for seeking answers to different types of text questions (Vacca, et al., 1987: 165).

QAR is a reading method in which the students categorize comprehension questions according to where they got the information they needed to answer each question (Raphael & Au, 2005: 206). Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

Teaching reading using QAR method offers a high level literacy that is important for learning across the curriculum (Raphael & Au, 2005: 206). The high level of literacy itself according to Snow (2003: xiii) is defined as the achieved level in which the reader can read a variety of materials with ease and interest so that the reader is capable to acquire new knowledge and understands new concept, capable in applying textual information appropriately.

The QAR method has been researched for more than 20 years. It has proven itself to be a successful teaching method for reading

comprehension. In a study by Raphael (2005), the QAR method was described as implementing phrases that both teacher and student could use to communicate together. The dialogue was kept simple so that all learners could participate in higher-level thinking questions in hopes to increase comprehension achievement, and ultimately increase scores on standardized tests.

Honig, Diamond, and Gutlohn (2000) agreed that the QAR method enhanced students' ability in answering comprehension questions and that a three-way relationship exists amongst questions. The connection between comprehension and the significance of questioning was revolutionized in the late 1970s when a system was developed that categorized questions. Much like Bloom's Taxonomy developed in 1956, the Pearson and Johnson Taxonomy classified questions into three categories: (a) literal, (b) inferential, and (c) evaluative (Honig et al. 2000).

The similar result on QAR method was gained in a study by McMahon (2010). The results indicate that good readers often read for enjoyment purposes and liked the overall experience of reading. In contrast to the good readers, poor readers rarely ever read because they thought it was boring. Although it is important that students perform well on their assessments, it is equally important for them to enjoy learning. When providing a teaching strategy that is easy for everyone to understand, students are likely to participate and be less discouraged due to lack of understanding.

One study found no significant increase in comprehension when teaching QAR in the classroom. A study by Ezell et al., that was held in 1997 compared different instructional approaches of QAR in a fourth grade classroom. The purpose of the study was to determine which instructional method would be the best approach when teaching QAR. The researchers compared direct instruction with peer-assisted instruction and found that both groups made gains, which poses the question if QAR was the reason for

student gains. It was important to include the research when deciding on the instruction to incorporate into the action research (McMahon, 2010: 12).

Based on the above results, it can be concluded that the QAR method has been used and studied in all content areas to improve students' understanding. Many studies have integrated the QAR method into daily instruction to improve test scores. The QAR method is an effective way to promote the higher level thinking in students. Students who clearly understand the relationship between questions and answers are becoming more effective, strategic readers.

Based on the condition of the learning process undertaken, the learning process in reading is expected to be more effectively undertaken. Therefore the writer eagers to examine the models as approaches to teach writing. The title of the paper thesis will be "The Effectiveness of Teaching Reading Comprehension Using QAR (*Questions-Answer Relationship*) Method: Experimental Study at X Grade Students of SMK As Salaam Academic Year 2011/2012".

This paper is written to introduce the readers to the topic that becomes the current issue in teaching reading skill. The general objective of writing the paper is to investigate the effectiveness of teaching reading skill using QAR method. The specific objectives of the research are to describe: 1) the implementation of teaching reading skill using QAR method; 2) whether or not the method of QAR is effective in improving students' reading skill; and 3) whether or not the method of QAR is effective in improving students' learning motivation in reading.

REVIEW ON RELATED LITERATURE

Previous Study

The literary review explains the related researches on reading skill and the use of QAR method. It is explained to reveal the

originality of any research work. The following are some relevant studies concerning the application of QAR method in teaching reading.

The research undertaken by McMahon (2010: 1-35) discussed about the using of QAR in teaching reading. The research focused on three focuses, namely: 1) the impact of QAR method on students' overall performance in reading skill; 2) the impact of learning key terms associated with QAR method on the students' writing scores; and 3) the effectiveness of QAR method teaching reading compared to other methods.

The study was conducted in the city of Las Vegas, Nevada. This study included a group of 16 students in CCSD. The students' ages ranged between the years of seven and eight. Eight males and females made up the gender group for this study. The study took place in a second grade classroom. In order to implement the QAR method correctly, visual aids were provided to remind students of the method to use when answering a question.

QAR posters and bookmarks were supplied to students. The "In The Book" poster showed examples of "Right There" and "Think and Search" questions. A picture of a frog pointing to an open book, illustrated "Right There" questions. The "Think and Search" poster also had a picture of a frog, dressed as a detective, holding up a magnifying glass to an open book. The "Author and Me" poster had a picture of a frog with a thinking bubble reading "My Ideas" plus an open book. Posters with a list of different question types were also posted and labeled in the classroom.

The research concludes that: 1) the QAR method was able to improve students'

overall performance in reading skill; 2) the learning key terms associated with QAR method that impact the students' writing scores were applied in repeated practice.; and 3) the QAR method was appeared to be an easy solution in providing students with specific methods to use when answering higher level thinking questions.

Other research related to QAR method in reading was done by Raphael and Au (2005: 206-221). The research was done to study how the QAR method can provide a framework for comprehension instruction with the potential of closing the literacy achievement gap.

The method employed in this study was meta-analysis on several studies conducted during the period of 2002 – 2005 related to the usage of QAR in teaching reading. The research concludes that: 1) the QAR method can help address the lack of a shared language among teachers and students for improving questioning practices; 2) the QAR method can bring coherence to literacy instruction within and across grade levels by providing a framework for a developmental progression for comprehension instruction. As a framework, QAR provides a means for organizing comprehension method instruction; 3) the QAR method provides a focal point to begin sustained efforts for whole-school reform aimed at higher standards for literacy learning and teaching; and 4) the QAR method provides a responsible approach to preparing students for the high-quality instruction that leads to high levels of literacy.

Other research related to the usage of QAR method in teaching reading was done by Curtis (2004: 1-32). The research was administered by applying the QAR method to

answer the comprehension questions on movie. The picture-question-answer relationship (P-QAR) is meant to help struggling readers with answering comprehension questions.

The method was done by teaching QAR with a narrative text to the whole class using the book *Emma* because it easily fits into the QAR format. The researcher started the lesson by introducing the two main headings of QAR and then elaborated into the four subheadings. After discussing the QAR make up, the researcher, then conversed about the questions they would ask the class at the end of the book. The students had to be able to answer the questions and then classify them using the QAR method. After reading the book, students answered and classified the questions. They were then assigned a QAR category and worked with a partner to create their own QAR question about the book. To end the lesson, students shared their QAR questions with the class.

To use P-QAR, readers use four similar question categories found in QAR: RIGHT THERE, THINK AND SEARCH, ARTIST AND YOU, and ON MY OWN. Instead of finding answers in the text, readers look to pictures for the answers. Answering the questions for P-QAR is the same as answering questions in QAR. The research concludes that QAR method is an easy method to learn; however, it will take a longer study to show an increase in reading comprehension. Picking a method like QAR that is easy to use and can be implemented in every grade across the curriculum is a valuable tool in achieving student success. The QAR method is an effective tool to

improve students' mastery in reading comprehension and test scores.

Kinniburgh and Prew (2010: 31-44) studied about QAR method in reading. The research was an action research undertaken in kindergarten school, first, and second grade students of elementary school. The method was implemented in their classroom over a four weeks period. The method undertaken was done by asking students to develop four types of questions as they read. The four question types as previously described ranged from basic, low level, to higher order thinking questions. Results from multiple studies reported similar findings. Students were able to utilize the QAR method to answer Right There and Think and Search questions successfully. Author and You as well as On My Own questions requiring higher order thinking skills showed mixed results.

Students often lacked prior knowledge of the topic they were reading about and therefore unable to make connections to the text. The research concludes that: 1) the QAR method can be successfully implemented in grades kindergarten, one, and two with proper staff development and support; and 2) the QAR method can lead to growth in reading comprehension of primary grade students.

The distinction of the above researches with this research lies in the context of the study. The above researches were done in the context of English as mother language, whereas the context in this study is the context of English as a foreign language. Therefore, the research may result in different outcomes.

Other distinctions embedded in the researches include the usage of pictures or

visual aids in the researches undertaken by McMahon and Curtis to remind students of the method to use when answering a question, and the use of meta analysis in Raphael and Au's research. Therefore, the research undertaken will take a certain position as a research undertaken in different setting, namely in English as a foreign language setting.

Theoretical Background

Reading Skill

Reading is one of the four language skills taught in schools. The competence standard of the reading taught for SMK students, as stated in Curriculum 2004, covers understanding various meaning (interpersonal, ideational, and textual meanings) in various written interactional texts and helping students mainly in the form of descriptive, narrative, spoof/recount, procedure, report, and anecdote (Depdiknas, 2003: 17).

Interpersonal meaning in clauses is realized through the mood implied in it. Mood itself covers subject and finite verb in the clause. Finite verb is a verb or any part of verb phrase potent to change caused by its environmental effects (Depdiknas, 2003: 58). In clause "*He is going to leave tomorrow*", for example, the finite verb is the word *is* because when the subject is altered to be *They*, the finite verb will be altered into *are*.

Ideational meaning is the explicit meaning of the text. Ideational meaning implied in the words written in the text, though in any certain context people use them for different purpose.

According to Smith as quoted by Fauziati (2009: 33) reading is defined "as an understanding a message conveyed by the writer through visual and non-visual information". The readers construct a message which is encoded by a writer. The act of constructing meaning itself is an ongoing, cyclical process of sampling from the input text. This implies that the learners'

background knowledge is important to help understand the text.

Klingner, Vaughn, and Boardman (2007: 8) stated that reading skill is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, method use) as well as variables related to the text itself (interest in text, understanding of text types). Reading skill is a complex process for it requires five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes (Irwin in Klingner, et al., 2007: 9).

Based on the above description, it can be concluded that reading skill is an ability to understand a message conveyed by the writer through visual and non-visual information. It is the ability to construct the meaning through an ongoing, cyclical process of sampling from the input text. This ability is a complex process that requires five basic comprehension processes that work together simultaneously and complement one another.

Alatis (2004: 8) stated that the sub-skills in reading skill include four competencies. The competencies developed in reading skill are as follows: 1) Linguistic competence, namely the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences; 2) Discourse competence, namely the knowledge of discourse markers and how they connect parts of the text to one another; 3) Sociolinguistic competence, namely knowledge about different types of texts and their usual structure and content; and 4) Strategic competence, namely the ability to use top-down methods, as well as knowledge of the language (a bottom-up method).

Since reading is a complex process, Grabe argues that "many researchers attempt to understand and explain the fluent reading process

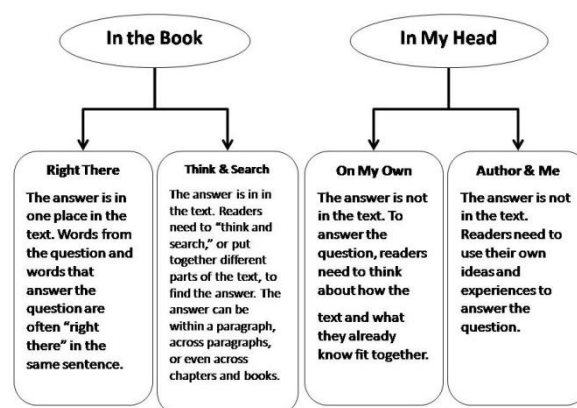
by analyzing the process into a set of component skills” (2004: 45-52) in reading; therefore there are at least six general component skills and knowledge areas in reading, namely: (1) Automatic recognition skills; (2) Vocabulary and structural knowledge; (3) Formal discourse structure knowledge; (4) Content/world background knowledge; (5) Synthesis and evaluation skills/methods; and (6) Metacognitive knowledge and skills monitoring.

QAR Method

The QAR method is a reading method in which students categorize comprehension questions according to where they got the information they needed to answer each question (Raphael in Vacca and Vacca, 1987: 165). Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student’s own background knowledge.

The objectives of using QAR comply 5 objectives. They are as follows: 1) helps students monitor their comprehension of the text; 2) provides a purpose for reading the text; 3) allows students to assess their comprehension of the text; 4) encourages elaborative and critical thinking; and 5) Helps refute the common misconception held by students that the text tells all.

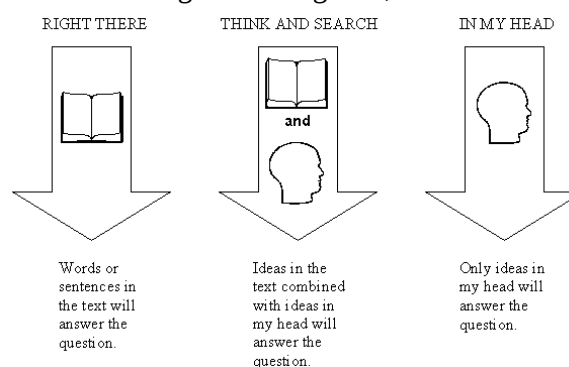
Raphael and Au (2001: 4-5) described the core of Question Answer Relationship into two main categories in which each of them has two sub-categories. The main categories are “In the Book” and “In My Head”. The category of “In the Book” consists of two sub categories, namely 1) right there, and 2) think and search. The category of “In My Head” consists of two sub categories, namely: 1) On my own, and 2) Author and me.



The above diagram shows the way how QAR can be used to help students see the relationship among strategies they are learning and the task demands represented by different questions. The following table demonstrates how to use QAR to frame comprehension method instruction.

The procedures of using QAR method convey six steps. The steps in employing QAR method are as follows:

- Choose a text. This method works well with both fiction and non-fiction;
- Write questions based on the text. The questions constructed should fall into one of the following three categories;



- Go over the questions with student before they begin reading the text. Thinking about the questions while they are reading will provide students with a concrete purpose for reading;
- After students have read the text, provide explicit instruction about each of the three categories above. Teacher might put the following information on an overhead or make a handout for students;

- e. Have students answer the questions and indicate which category of information they needed to answer each. Students can use the following codes for each category instead of writing out the category name;
- f. After students have answered all questions and indicated category codes for each, discuss responses and categories as a group. The teacher should keep in mind that sometimes the category for a response is not clear-cut. What is most important is that students can support their choice of category.

Learning Motivation

The word motivation is coined from the Latin word "movere", which means to move. Motivation is defined as an internal drive that activates behavior and gives it direction (Good and Brophy, 1992: 360). The term motivation theory is concerned with the processes that describe why and how human behavior is activated and directed. It is regarded as one of the most important areas of study in the field of organizational behavior.

Feather as quoted by Good and Brophy defines motivation as a hypothetical construct used to explain the initiation, direction, intensity, and persistence of goal-directed behavior (Good and Brophy 1992: 360). The above definition implies the following concepts, such as: (1) need for achievement, (2) need for affiliation, (3) incentives, (4) habit, (5) discrepancy, and (6) curiosity.

According to Brown (2001, 76), "a convincing stockpile of research on motivation strongly favors intrinsic drives." He cites the research of Piaget, Maslow, and Bruner to support the claim that intrinsic motivation is more powerful. Indeed, all of these researchers make the case that the intrinsic drive stems from a profound human psychological need to grow.

In an EFL setting, intrinsic motivation can be low, and English may not seem relevant to the students since it is not part of their daily lives. In many cases, they may be required to study

English for a test or because it is a compulsory part of the curriculum (Brown 2001). Also, EFL settings often involve large classes and limited contact hours, which makes learning

In an ESL classroom, students are likely to have a higher *intrinsic motivation* because English is relevant to their daily lives. By being in the target language community, they have more opportunity to use English and see immediate results from using it. The typical students in my ESL classes wanted to learn English for personal reasons, such as to communicate with a variety of people from other countries, or they wanted to learn the language for professional reasons, perhaps to get a better job.

Gardner and Lambert (in Harmer, 2005: 8) suggested that students who felt most warmly about a language and who want to integrate into the culture of its speakers were more highly motivated and learnt more successfully than those who were only learning language as a means to an end. In other words, integrative motivation was more powerful than instrumental motivation.

Based on the above suggestions, one of the main tasks for teachers is to provoke interest and involvement in the subject. It can be done by their choice of topic, activities and linguistic content that they may be able to turn a class around, by their attitudes to class participation, their conscientiousness, their humour, and their seriousness that they may influence their students, or by their own behavior and enthusiasm that they may inspire (Harmer, 2005: 8).

Based on such a task, the aspects of students' involvement and interest in learning can be seen from the following characteristics (Harmer, 2005: 10):

- a. A willingness to listen. A good learner listens to what is going on – not just in the sense of paying attention, but also in terms of really listening to the English that is being used;

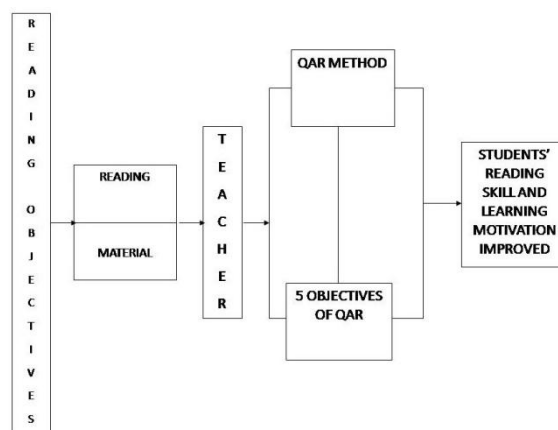
- b. A willingness to experiment. A good learner is prepared to take risks, to try things out and see how it works;
- c. A willingness to ask questions. Good learners have a willing to ask wuestions, judging when asking questions is appropriate;
- d. A willingness to think about how to learn. A good learner brings or invents his or her own study skill when he or she comes to a lesson; and
- e. A willingness to accept correction. A good learner is prepared to be corrected if it helps him or her.

Rationale

The objectives of teaching reading are producing students who can use reading methods to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension. The objectives of teaching reading may be better achieved by employing Question-Answer Relationship (QAR) method. This method is a reading method in which students categorize comprehension questions according to where they got the information they needed to answer each question.

By using QAR method, the three aspects of learning such as cognitive, affective, and psychomotor will be enhanced. It is due to the objectives of the QAR method that comply 5 objectives, namely: 1) helps students monitor their comprehension of the text; 2) provides a purpose for reading the text; 3) allows students to assess their comprehension of the text; 4) encourages elaborative and critical thinking; and 5) Helps refute the common misconception held by students that the text tells all.

The above rationale can be better depicted in the following diagram:



Research Hypothesis

Based on the theoretical background and the rationale described above, the writer has come to the following hypothetical statements:

1. The method of QAR is effective to improve students' reading skill

H_{01} : The method of QAR is not effective to improve students' reading skill.

H_{a1} : The method of QAR is effective to improve students' reading skill.

2. The method of QAR is effective to improve students' learning motivation in learning reading.

H_{02} : The method of QAR is not effective to improve students' learning motivation in learning reading.

H_{a2} : The method of QAR is effective to improve students' learning motivation in learning reading.

RESEARCH METHODS

The type of the research is quantitative research with descriptive comparative in nature. It is classified as a quantitative research for the research employs quantitative data such as students' reading skill, and motivation to test the hypothesis. The researcher applies statistical analysis to compare the pre test and post test results to find out the effectiveness of the treatment employed.

According to Brown as quoted by Fauziati (Fauziati, 2009: 239), quantitative research usually starts with a theory or a hypothesis and then uses data to test it, that is, the idea of the degree of relatedness between two or more variables. The hypothesis tested in the research is the relatedness between the teaching method and reading skill.

The design of the research is using quasi experimental design. A quasi experimental design requires at least two groups included in the study, namely a control group and an experimental group (Fauziati, 2009: 248). By using a quasi experimental design, the researcher can control as many variables as he or she can, and also limit the kinds of interpretations he or she makes about cause-effect relationships and hedge the power of his or her generalization statements (Fauziati, 2009: 249).

The schematic representation of this design can be presented as follows:

T1 T2 T3 X T4 T5 T6

As already mentioned in the objectives of the study, that the research is aimed to know the effectiveness of teaching reading using QAR method on students reading skill in SMK Assalaam the research was done in SMK Assalaam Sukoharjo. Therefore, the setting of place was at SMK Assalaam Sukoharjo.

The subjects of the research are X grade students of SMK Assalaam Sukoharjo in Semester I academic year 2011/2012. The subjects consist of two classes, namely female class as experiment group and male class as control group. The uniqueness in SMK Assalaam Sukoharjo is that the female and male students are separated into different classes.

The research involves two dependent variables and one independent variable. The dependent variables include students' reading skill and students' learning motivation, whereas the independent variable is the teaching method.

The data collecting method is the way the data are collected. The techniques of collecting

data in the research comprises of observation, questionnaire, test, and document.

The instruments employed in the research comprise of test and questionnaire. The test instrument is used to collect the data about students' reading skills. The test instrument used is multiple choice models, whereas the questionnaire instrument is used to collect the data of students' learning motivation. The questionnaire instrument is constructed using Likert attitude scales. The scales are ranged from strongly disagree up to strongly agree.

The instrument validity can be measured using try out test. The try out data, then, is analyzed using *Product Moment* correlation formula from Pearson. The item is said to be valid when the correlation coefficient is significant at 0.05 or r_{xy} calculation $>$ the table value of r .

Based on the analysis, there were 8 invalid items. The items that were invalid were item numbers of 15, 23, 28, 31, 37, 39, 42, and 47. Therefore, the invalid items were excluded from the instrument's list so that the valid items were 42 items.

The researcher used 40 items selected from valid ones to make the scoring process easier. The scoring for each will be 2.5 point so that the maximum score will be 100 and the minimum score will be 0.

The instrument of learning motivation questionnaire consists of 30 items. The scoring was ranged from 1 up to 3. The instrument was tested to 15 students to test the instrument's validity and reliability.

Based on the analysis, there were 6 items that were invalid. The invalid items were the item numbers of 7, 13, 16, 20, 28, and 29. Therefore they were excluded from the instrument's list. The instrument of learning motivation questionnaire will be 24 items.

The instruments' reliability can be measured using Cronbach. The reliability test was done using Alpha Cronbach test. Based on the analysis, the Cronbach Alpha coefficient

yielded was 0.943 for the test instrument and 0.911 for learning motivation questionnaire. The result indicated that the instruments are reliable as for the Cronbach Alpha coefficient is > 0.60 as the required coefficient stated by Nunnally (Ghozali, 2005: 166). Based on the above result, the instrument of reading skill test can be used to measure the students reading skill in the research.

The data analysis technique in the research comprises of assumption and hypothesis testing. The assumption testing in comparative analysis consists of normal test, independence test, and homogeneity test.

The hypothesis testing used in the research is using independent sample t test. The test is done to compare both of the pre and post tests results.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1 X_2} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

RESEARCH FINDINGS

The Stages in Teaching Reading using QAR Method

The stages undertaken in doing the experimental research on teaching reading skills in this research involved three following stages. Firstly, the researcher undertook a pre-test to measure students' reading skill prior to the treatment. Both classes are provided with reading test that consists of 40 items and learning motivation questionnaire. The pre-test and questionnaire results indicated that both classes, control and experiment groups, had similar reading skills and learning motivation.

Secondly, the researcher applied two different teaching methods to both classes. The control group was taught using conventional method, whereas the experiment group was taught using QAR method. Each group was provided with similar sessions, namely two sessions or equivalent with 4 X 45 minutes.

Thirdly, the researcher provided post-test to measure the students reading skill in both classes and learning motivation questionnaire to gain students' responses on learning motivation. Both results, namely the test and questionnaire, were compared to find out the mean difference between groups.

The stages of teaching reading in the research use two different methods. They are covering conventional method that is applied to the control group and the QAR method that is applied to the experiment group.

The stages of teaching reading for the control group were using conventional method. The teacher, in the teaching stages, employed skimming and scanning techniques.

The stages of teaching reading for the experiment group using the QAR method can be explained as follows. The method is based on a four-part system for classifying questions: right there, think and search, author and you, and on your own. Students, in this method, learned to classify questions and locate answers, recognizing in the process that reading is influenced by the characteristics of the reader, the text, and the context.

Students' Reading Skills

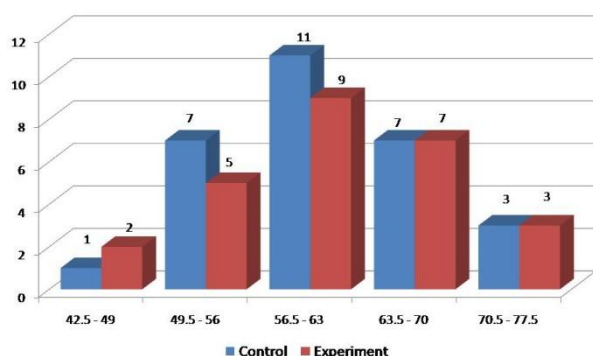
The students reading skills prior to the treatment consist of two sets of data, namely the data taken from the control and experiment group.

Students' reading skills of the Control Group in the initial stage shows that the highest score gained by the student in control group was 77.5 and the lowest score was 42.5. The average score gained by the students in the control group during the pre-test was 60.69. Based on the test score undertaken post to the treatment, the highest score gained by the student in control group was 87.5 and the lowest score was 47.5. The average score gained by the students in the control group during the post-test was 64.74.

The data of students reading skills for the pre-test of the control and experiment group can be presented as follows:

Table 1
Students' Reading Skills of the Pre-test

Range	Control Group		Experiment Group	
	Total	%	Total	%
42.5 – 49	1	3.45	2	7.69
49.5 – 56	7	24.14	5	19.23
56.5 – 63	11	37.93	9	34.62
63.5 – 70	7	24.14	7	26.92
70.5 – 77	3	10.34	3	11.54
Total	29	100.0	26	100.0
Lowest Score	42.5		42.5	
Highest Score	77.5		77.5	
Avrg. Score	60.69		60.87	

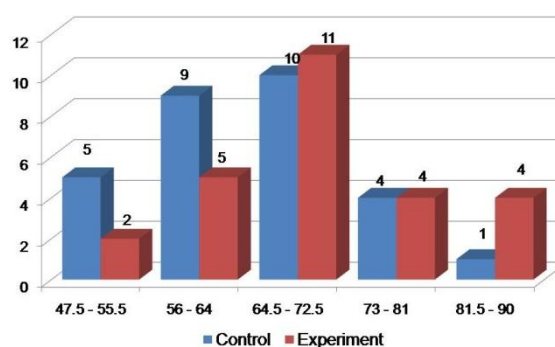


Students' reading skills of the Experiment in the initial stage shows that the highest score gained by the student in the experiment group was 77.5 and the lowest score was 42.5. The average score gained by the students in the experiment group during the pre-test was 60.87. Based on the test score undertaken post to the treatment, the highest score gained by the student in the experiment group was 90.0 and the lowest score was 52.5. The average score gained by the students in the experiment group during the post-test was 70.10.

The data of students reading skills for the post-test of the control and experiment group can be presented as follows.

Table 2
Students' Reading Skills of the Post-test

Range	Control Group		Experiment Group	
	Total	%	Total	%
47.5 – 55.5	5	17.54	2	6.90
56 – 64	9	31.03	5	17.24
64.5 – 72.5	10	34.48	11	37.93
73 – 81.5	4	13.79	4	13.79
81.5 – 90	1	3.45	4	13.79
Total	29	100.0	26	100.0
Lowest Score	47.5		52.5	
Highest Score	82.5		90.0	
Avrg. Score	64.74		70.10	



Students' Learning Motivation in Learning Reading

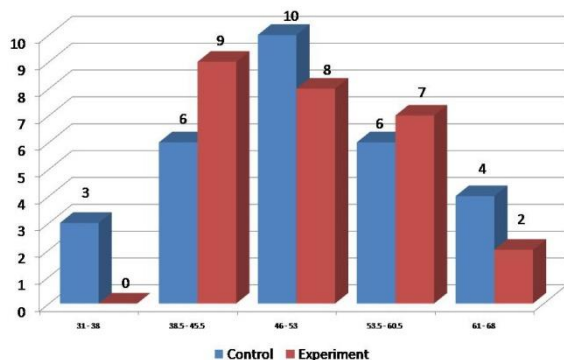
The data of students' learning motivation is gained from questionnaire distributed during the pre treatment and post treatment for both control and experiment groups. The questionnaire concerning learning motivation consists of 24 items. Each item is scored ranged from 1 up to 3. Therefore, the possible score gained in learning motivation is ranged from 24, as the lowest score, up to 72 as the highest score.

Based on the questionnaire distributed prior to the treatment, the highest score gained by the student in the control group was 68 and the lowest score was 31. The average score of learning motivation gained by the students in the control group prior to the treatment was 49.86. Whereas in the experiment group, the highest score gained by the student in the experiment

group was 65 and the lowest score was 40. The average score of learning motivation gained by the students in the experiment group prior to the treatment was 49.92.

Table 3
Students' Learning Motivation of the Pre-test

Range	Control Group		Experiment Group	
	Total	%	Total	%
31 – 38	3	10.34	0	0.00
38.5 – 45.5	6	20.69	9	34.62
46 – 53	10	34.48	8	30.77
53.5 – 60.5	6	20.69	7	26.92
61 – 68	4	13.79	2	7.69
Total	29	100.0	26	100.0
Lowest Score	31.0		40.0	
Highest Score	68.0		65.0	
Avrg. Score	49.86		49.92	

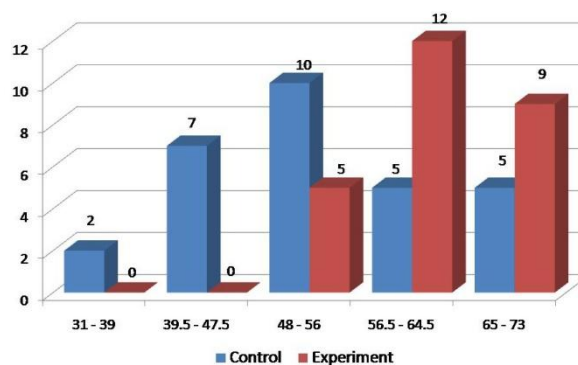


Based on the questionnaire distributed post to the treatment, the highest score gained by the student in the control group was 71 and the lowest score was 32. The average score of learning motivation gained by the students in the control group prior to the treatment was 52.86. Whereas in the experiment group, the highest score gained by the student in the experiment group was 72 and the lowest score was 49. The average score of learning motivation gained by the students in the experiment group post of the treatment was 62.23.

The data of learning motivation in reading for the post-treatment can be presented in the following table.

Table 4
Students' Learning Motivation of the Post-test

Range	Control Group		Experiment Group	
	Total	%	Total	%
31 – 39	2	6.90	0	0.00
39.5 – 47.5	7	24.14	0	0.00
48 – 56	10	34.48	5	19.23
56.5 – 64.5	5	17.24	12	46.15
65 – 73	5	17.24	9	34.62
Total	29	100.0	26	100.0
Lowest Score	32.0		49.0	
Highest Score	71.0		72.0	
Avrg. Score	52.86		62.23	



Data Analysis

The data analysis consists of assumption test and hypotheses test. The assumption tests in the research covers the normal and homogeneity tests. They are the prerequisite tests for comparative analysis. Whereas the hypotheses test is done using t test.

The normal tests using *Kolmogorov-Smirnov* tests on four sets of students' reading skills data result in the *Z* coefficients of *Kolmogorov-Smirnov* ranged from 0.446 up to 0.770. All of the *Z* coefficients yielded were insignificant at 5%. Therefore, it can be concluded that all the data sets were normal distributions.

The normal tests for the learning motivation data were done using *Kolmogorov-Smirnov* tests. The tests were applied on all

students' learning motivation data sets. Based on the analysis, the Z coefficients yielded for all data sets were ranged from 0.324 up to 0.676. All of the Z coefficients yielded were insignificant at 5%. Therefore, it can be concluded that all the data sets were normal distributions.

The homogeneity test is done to find out whether the data sets compared have similar variances. The test is done using *Levene's* test in the SPSS application program. The tests were applied to all data sets involved in the comparative analysis. Based on the analysis, all of the data sets in comparative analysis were homogenous. They have the equal variances.

The hypotheses testing in the research comprises the balance test, and t test both paired and independent t test. The balance test was done to find out the equality of the data sets of reading skills and learning motivation between the two groups prior to the treatment. Whereas the t tests, namely paired and independent samples t test, were done to find out the difference between the data sets of reading skills and learning motivation between the prior and post of the treatment.

The ANOVA test result on data sets of reading skills for control and experiment groups indicates that the F statistic yielded is 0.006 with the exact $p = 0.937$. The result is not significant at 5%. Therefore the null hypothesis is accepted at 5%. It means that there's no significant difference between the mean data of reading skills of the control and experiment groups prior to the treatment.

The ANOVA test result on data sets of learning motivation for control and experiment groups indicates that the F statistic yielded is 0.001 with the exact $p = 0.979$. The result is not significant at 5%. Therefore the null hypothesis is accepted at 5%. It means that there's no significant difference between the mean data of learning motivation of the control and experiment groups prior to the treatment.

The ANOVA tests for reading skills and learning motivation between the two groups prior

to the treatment can be summarized in the following table.

Table 5
The Summary of ANOVA tests Prior to the Treatment

ANOVA Test	F	sig	Remark
Reading Skill	0.006	0.937	Equal
Learning Motiv	0.001	0.979	Equal

The t tests paired samples are done to find out the mean difference between the data sets of the dependent samples. Dependent samples or paired t -tests typically consist of a sample of matched pairs of similar units, or one group of units that has been tested twice, namely pre and post tests.

The ANOVA tests for reading skills and learning motivation between the two groups post of the treatment can be summarized in the following table.

Table 6
The Summary of ANOVA tests Post of the Treatment

ANOVA Test	F	sig	Remark
Reading skills pre and post tests the control group	-9.666	0.000	Inequal
Reading skills pre and post tests the experiment group	-13.375	0.000	Inequal
Learning motivation prior and post treatment of the control group	-11.633	0.000	Inequal
Learning motivation prior and post treatment of the experiment group	-12.990	0.000	Inequal

Discussion

The method of QAR is effective in improving students' reading skill. It is

demonstrated with the post tests results that showed a significant difference in reading score averages between the control and experiment groups. The experiment group that had been taught using QAR method had a significantly higher average score compared to the control group, namely $70.10 > 64.74$.

The mean difference in reading skill between the control and the experiment groups is significant. It is demonstrated with the *t* statistic result of -2.178 that is significant at significance level of 5%.

The improvement of the students' reading skills in both groups showed different level. The students' reading skill in the control group improved from 60.69 in the initial condition up to 64.74 after the learning process. The students' reading skill in the experiment group improved from 60.87 to 70.10. The improvement of the students' reading skill in the control group is equal to 4.05 points or 6.68%. It is relatively lower than their counterpart in the experiment group that improved 9.23 points or equal to 15.17%.

The goal of teaching reading is to maximize students' comprehension of the text. It is in accordance to Alatis statement that stated the objectives of teaching reading is producing students who can use reading methods to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension (Alatis, 2004: 58). Therefore, the teaching reading is effective when students comprehend the text, students may identify the relevant and non-relevant information implied in the text, and students are able demonstrate their level of reading comprehension by completing some task.

Teaching reading using QAR method involves the higher level of cognitive skills since it requires students to make three binary comparisons. Based on such a concept, it is understandable that the students who were taught using this method produced higher reading skills

compared to the students who were taught reading conventionally.

The research finding that concluded the method of QAR is effective in improving students' reading skill is consistent and support to the previous studies. The research finding is consistent to the researches undertaken by McMahon (2010), Raphael and Au (2005), Curtis (2004), and Kinniburgh and Prew (2010).

The improvement in students' reading skills that show a more better and significant improvement in the experiment group compared to the control group is mainly caused by the improvement in students' six general component skills and areas. The six general component skills and areas that are improved in students cover the following: (1) automatic recognition skills; (2) vocabulary and structural knowledge; (3) formal discourse structure knowledge; (4) content/world background knowledge; (5) synthesis and evaluation skills/methods; and (6) meta-cognitive knowledge and skills monitoring (Grabe, 2004: 45-52).

The method of QAR is effective in improving students' learning motivation in reading. It is demonstrated with the results of questionnaires responses post of the treatment that showed a significant difference in learning motivation score averages between the control and experiment groups. The experiment group that had been taught using QAR method had a significantly higher average score compared to the control group, namely $62.23 > 52.86$.

The mean difference in students' learning motivation between the control and the experiment groups is significant. It is demonstrated with the *t* statistic result of -4.282 that is significant at significance level of 5%.

The improvement of the students' learning motivation in both groups showed different level. The students' learning motivation in the control group improved from 49.86 in the initial condition up to 52.86 after the learning process. The students' reading skill in the experiment group improved from 49.92 to 62.23. The

improvement of the students' reading skill in the control group is equal to 3.0 points or 6.02%. It is lower than their counterpart in the experiment group that improved 12.31 points or equal to 24.65%.

Learning motivation is defined as an internal drive that activates behavior and gives it direction in learning. It implies the following concepts, such as: (1) need for achievement, (2) need for affiliation, (3) incentives, (4) habit, (5) discrepancy, and (6) curiosity (Good and Brophy, 1992: 360).

The students' learning motivation in experiment group is relatively higher compared to their counterparts in control group. It is due to the stages undertaken in the process of teaching reading using QAR method that motivate and involve the students in the learning process more intensively.

In QAR classrooms, the teacher introduced students to the basic principle underlying QAR, namely generating and answering questions that are drawn on two core sources of information. These sources are the texts that students read and their background knowledge and experiences; or, in the language of QAR, information that is In the Book or In My Head, respectively. Teachers use QAR language as they emphasize the importance of both sources of information. Furthermore, teachers use QAR language to help students learn to use strategies effectively. For example, they explain how skimming or scanning might lead to details for an In the Book QAR (a typical locate/ recall strategy) or how using clues from the title and chapter headings can point to relevant background knowledge for answering an In My Head QAR (a relatively simple interpret/integrate/infer task).

Once students are confidently and accurately identifying In the Book QARs, teachers introduce its subcategories, Right There and Think & Search. Similarly, when students are confident and accurate with In My Head QARs, teachers introduce its subcategories, Author &

Me and On My Own. These steps encouraged students to be actively involved in the learning processes. Therefore, their learning motivations are relatively higher compared to their counterpart in control group.

CONCLUSION

Based on the analysis and research findings in the previous chapter, the research yields the following conclusions.

The method of QAR in teaching reading skill effective in improving students' reading skill. It is demonstrated with the post tests results that showed a significant difference in reading score averages between the control and experiment groups. The mean difference is significant, that is demonstrated with the *t* statistic result of -2.178 that is significant at significance level of 5%. The experiment group had a significantly higher average score compared to the control group, namely $70.10 > 64.74$.

The method of QAR in teaching reading skill effective in improving students' learning motivation in reading. It is demonstrated with the average score in learning motivation between the groups that showed a significant difference, namely the *t* statistic result of -4.282 that is significant at significance level of 5%. The experiment group had a significantly higher average score compared to the control group, namely $62.23 > 52.86$.

The results above provide some pedagogical implications, both practically and theoretically. The implications of the research can be presented as follows:

Firstly, 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 situations.

Secondly, QAR can bring coherence to literacy instruction within and across grade levels by providing a framework for a developmental

progression for comprehension instruction. As a framework, QAR provides a means for organizing comprehension strategy instruction.

Thirdly, 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 to the table with the same high levels of interest.

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