

**STUDENTS' EXPERIENCE TO QUESTION-ANSWER
RELATIONSHIP (QAR) STRATEGY IN CRITICAL READING
CLASS: NARRATIVE INQUIRY**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By:

WAFIQOTUL ATQIYA

SN. 2520094

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2024

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2024

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Strategy in Critical Reading Class: Narrative Inquiry

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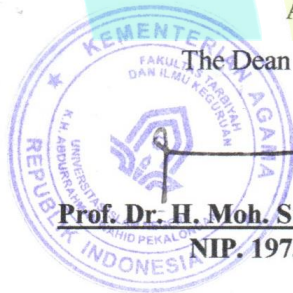

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MOTTO

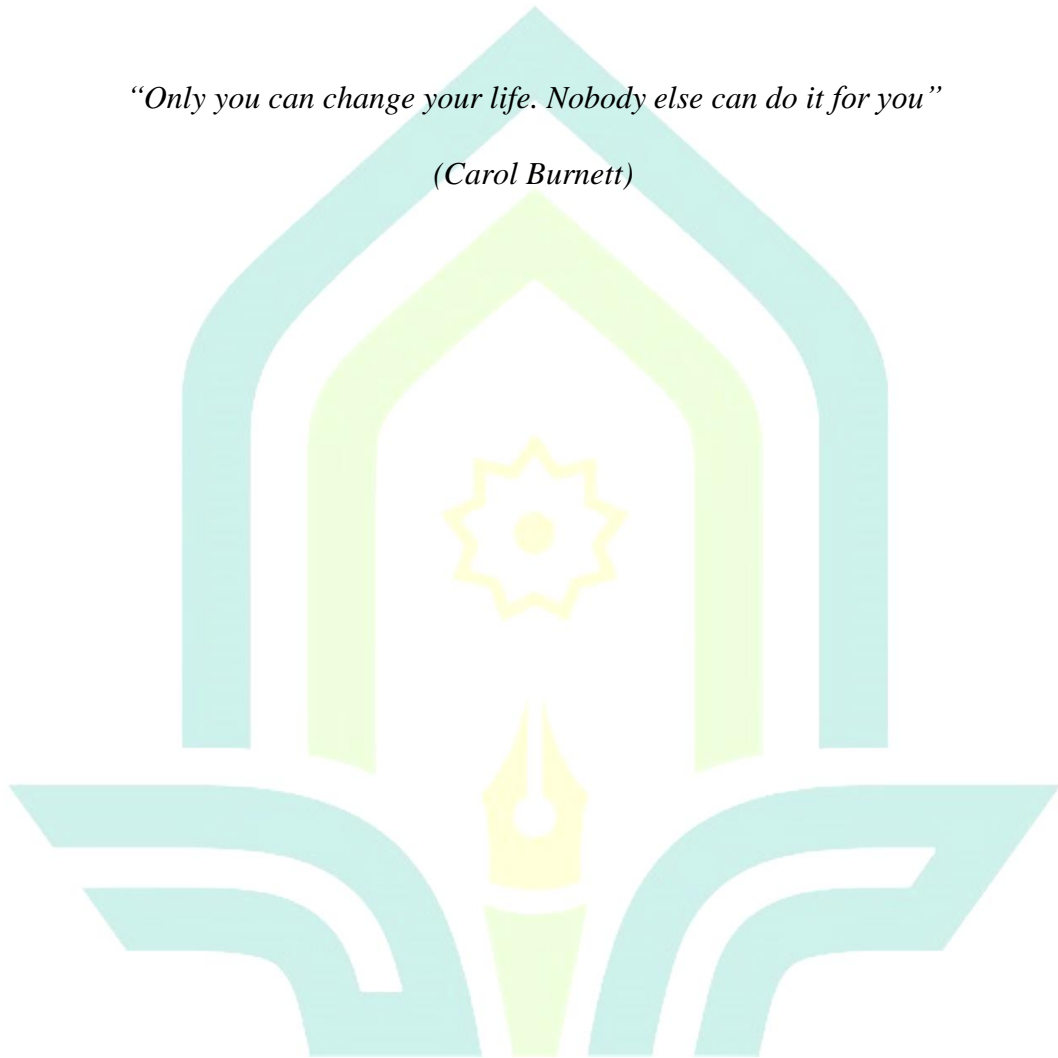
"Verily, after hardship comes ease."

"So, when you have finished (your duties), then stand up (for worship)."

(QS: Al Insyiroh, 5-7)

"Only you can change your life. Nobody else can do it for you"

(Carol Burnett)



ABSTRAK

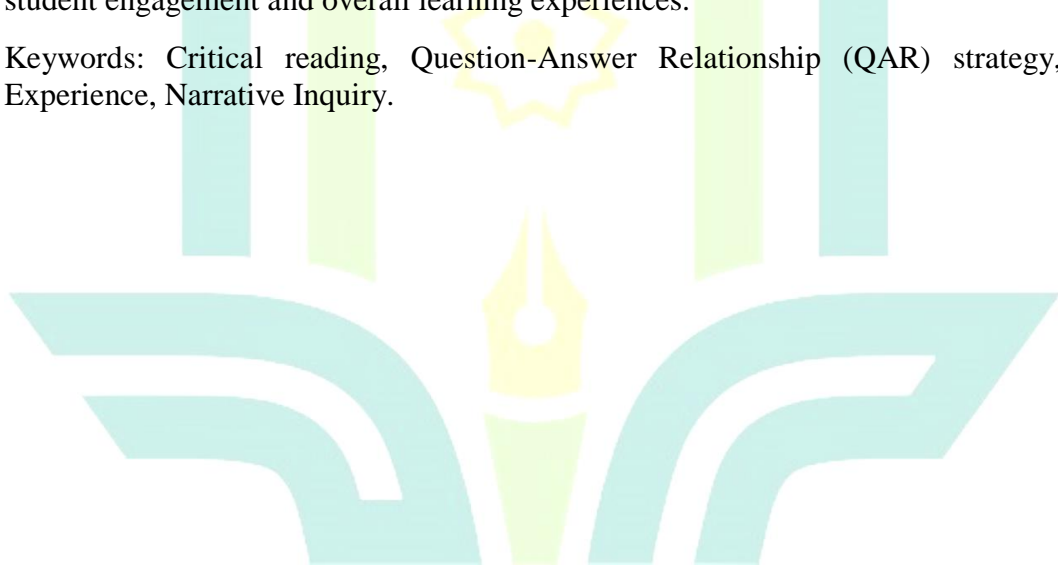
Dunia membaca saat ini memiliki peran vital dalam kehidupan manusia, terutama dalam era informasi dan komunikasi. Masalah kemampuan membaca rendah masyarakat Indonesia bukanlah sekadar khayalan semata. Beberapa penelitian telah membuktikan hipotesis ini. Penelitian ini bertujuan untuk menjelajahi pengalaman para siswa dalam menggunakan strategi Question-Answer Relationship (QAR) untuk pembelajaran membaca kritis. Alasan melakukan penelitian ini berdasarkan kebiasaan siswa yang kurang fokus dan hanya membaca secara kritis, padahal membaca kritis melibatkan fokus, pengumpulan informasi, mengingat, menganalisis, dan mengevaluasi isi bacaan. Ini adalah penelitian kualitatif dengan pendekatan inquiry naratif. Penelitian ini menggunakan emosi positif dan negatif untuk menjelajahi pengalaman siswa. Peserta dalam penelitian ini adalah tiga siswi yang diajarkan menggunakan strategi Question-Answer Relationship (QAR) dalam kelas membaca kritis. Penelitian ini mengumpulkan data melalui wawancara semi-struktural dan observasi. Analisis data dalam penelitian ini menggunakan analisis tematik untuk menemukan pola yang sering muncul. Sebagai kesimpulan, temuan penelitian mengkonfirmasi dampak positif yang sangat besar dari strategi QAR dalam kelas membaca kritis. Persepsi siswa tentang efektivitasnya sangat baik, didukung oleh beberapa temuan kunci. Selain itu, keterlibatan siswa selama penerapan strategi QAR sangat efektif, juga didukung oleh beberapa temuan kunci. Hal ini menekankan dampak yang sangat efektif dari strategi QAR pada keterlibatan siswa dan pengalaman pembelajaran secara keseluruhan.

Kata kunci: Membaca kritis, Strategi Question-Answer Relationship (QAR), Pengalaman, Naratif Inquiry.

ABSTRACT

The world of reading currently occupies a vital role in human life, especially in the information and communication era. The issue of the low reading ability of the Indonesian people is not just a figment of the imagination. Several studies have proven this hypothesis. This study aimed to explore students' experiences using the Question-Answer Relationship (QAR) strategy for learning critical reading. The reason for doing this research is based on the habits of students who lack focus and who only read critical reading, even though critical reading is focusing, gathering information, remembering, analyzing, and evaluating the contents of the reading. This is a qualitative study using a narrative inquiry approach. This study used positive and negative emotions to explore students' experiences. Participants in this study were three female students who were taught using the Question-Answer Relationship (QAR) strategy in critical reading class. This study collected data by conducting semi-structured interviews and observations. Data analysis in this study used thematic analysis to find patterns that often appear. In conclusion, the research findings confirm the highly positive impact of the QAR strategy in critical reading classes. Students' perceptions of its effectiveness are excellent, supported by several key findings. Furthermore, student engagement during the implementation of the QAR strategy is highly effective, also supported by several key findings. This emphasizes the highly effective impact of the QAR strategy on student engagement and overall learning experiences.

Keywords: Critical reading, Question-Answer Relationship (QAR) strategy, Experience, Narrative Inquiry.



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “STUDENTS’ EXPERIENCE TO QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY IN CRITICAL READING CLASS: NARRATIVE INQUIRY” can be completed. It is submitted to the English education department. UIN K.H. Abdurrahman Wahid Pekalongan fulfill one of the requirements of the Sarjana Pendidikan Degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This research study can be accomplished because of many supports from several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

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CHAPTER I

INTRODUCTION

I.1 Background of the Study

The world of reading currently occupies a vital role in human life, especially in today's information and communication era. The research is conducted by PISA (International Student Assessment Program). The results of research published by PISA on the ability of Indonesian children to understand reading in 2013 produced astonishing facts. Based on this research, out of 65 countries that were the subject of research conducted by PISA, Indonesia was ranked 63rd out of 65 countries sampled for research conducted by PISA. Reading is also a bridge for anyone who wants to progress and be successful, especially in schooling. Reading is a crucial part of learning and broadening your knowledge. According to Nurgiantoro (2011), reading activities and assignments are non-negotiable in education. Reading activities help students obtain information from various sources to support learning at school. This means that reading not only reveals symbols but also obtains meaning or tries to understand these symbols. Reading is inherently complex and involves many things, not only pronouncing words, but also activities such as seeing, thinking psycholinguistics, and metacognition. As a visual process, reading is the translation of written symbols (letters) into spoken language. As a thinking process, reading includes word recognition, literal understanding, interpretation, critical reading, and creative understanding.

In reading, one of the factors that enable reading comprehension is critical reading. Critical reading is the ability to analyze problems, make the right decisions, and solve problems, Chaffe (2002). Students need to make good decisions about current social issues. This is by Paulus (1993), who calls critical reading the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw conclusions, evaluate arguments, and solve problems. These characteristics are some crucial components that students must have. When students read critically, they pick up some parts of the author's message and comment on others. Thus, critical readers know that the author's point of view may differ. Critical reading needs to be introduced in formal education, especially for students. However, information that can be accessed by reading sources such as newspapers, magazines, or internet-based materials is not always correct. Thus, critical reading skills enable students to obtain the desired meaning from various sources of information. Pardede (2007) suggests that critical reading is a process of thinking and reading that requires full understanding.

It is difficult for students to get used to reading activities, especially in critical reading. Getting used to students in reading activities and understanding the reading content requires an interest in reading. Rahim (2008) argues that interest in reading is an intense desire accompanied by an effort to read. Learning involves student activities that encourage using previous words or background knowledge. Students of all levels have big problems because no guidance stimulates their learning process. Asking questions is a reading

strategy that can be practiced by reading texts, including answering literal, inferential, and evaluative questions (Sumilia, E., Puspita, & Elfrida, 2019). Students must have strategies for recovering from questions while reading and answering questions based on the text given. One strategy for answering texts is the Question Answer Relationship (QAR) strategy for dealing with questions. Individuals who understand critical reading strategies can think about the function of texts at an advanced reading level. The limitations of effective learning strategies have led some students to find it difficult to access or apply these critical skills in their comprehension of readings. Students face difficulty in connecting questions to answers, struggling to link the questions they pose while reading to the answers found within the text. Additionally, the lack of engagement and interest among students in critical reading further complicates the situation, as some may lack enthusiasm or motivation for reading that requires critical and analytical thinking. These issues highlight significant barriers in students' efforts to develop their critical understanding of readings, it is important for educators to integrate the QAR strategy into their curriculum and teaching. By providing a strong understanding of the relationship between the questions asked and the answers found in the text, students will be better prepared to tackle challenging reading tasks. Additionally, a structured approach to using the QAR strategy can help students understand various types of questions and strengthen their inferential and evaluative skills. Thus, the use of the QAR strategy not only enhances

students' reading comprehension but also helps them develop critical thinking skills that are essential in everyday life and beyond the classroom.

One strategy that can be tested in learning critical reading is the Question Answer Relationship (QAR) strategy. The Question Answer Relationship (QAR) strategy was developed by Raphael in 1986 (Ruddell, 2005). The Question Answer Relationship (QAR) strategy aims to enable students to immediately understand the relationship between answers and questions through the types of questions asked. The Question Answer Relationship (QAR) strategy helps students consider information from texts as well as from their background knowledge. The application of relevant learning strategies supports the optimal achievement of learning objectives. Indicators that must be achieved for each essential ability include learning to read and critical reading. The Question Answer Relationship (QAR) strategy is the foundation for teaching the four strategies of understanding, finding information, showing the structure of a text, how information is organized, and identifying when reasoning or reading between the lines is required. The Question Answer Relationship (QAR) strategy also shows students how questions and answers are related, how questions of different types and levels are categorized, and how a text does not have all the answers.

The Question Answer Relationship (QAR) strategy is suitable for learning critical reading because it guides students to focus more on reading during the learning process. This is reflected in the steps of the Question Answer Relationship (QAR) strategy (Tompkins, 2010), namely: (1) reading

the questions, (2) understanding the level of Question Answer Relationship (QAR) questions, (3) reading the reading text, (4) answer questions, (5) share answers. These steps support using Question Answer Relationship (QAR) level questions so that the two complement each other in acquiring Critical reading skills. Question Answer Relationship (QAR) is a systematic tool to improve students' ability to answer comprehension questions.

There are several previous studies regarding using the QAR Strategy, such as the case in the journal "Improving Students' Reading Comprehension and Critical Thinking Skills Through the Implementation of the QAR Strategy at SMA PGRI Dobo" by (Franklin Untailawan 2020). This research focuses on improving students' ability to understand English texts and think critically in the learning as a foreign language (EFL) context. In another study, Mabruk Zakirah Azzahra (2020) researched the effect of the QAR strategy on students' reading comprehension. Researchers prefer to use the QAR strategy because it is for students reading comprehension in explanation text.

In this study, researcher focused on students' experiences in using QAR strategies in critical reading. The method used in this research is narrative inquiry. Narrative inquiry is a type of research that focuses on people's stories about their experiences (Clandinin and Connelly, 1990). It was chosen because the participants told their entire story to the study using the QAR strategy.

I.2 Identification of the Problem

Based on the outlined research background, several issues can be identified as follows:

1. Lack of in-depth understanding in critical reading, students encounter difficulty comprehending readings deeply and applying critical reading skills such as analysis, synthesis, and evaluation of the text.
2. Limited effective learning strategies: This results in some students struggling to access or apply these critical skills in their comprehension of the reading materials.
3. Students' difficulty in connecting questions with answers: Students face challenges in linking the questions they pose while reading to the answers they find within the text.
4. Insufficient engagement and interest among students in critical reading: Some students may lack interest or motivation in reading in a manner that requires critical and analytical thinking.

I.3 Limitation of the Problem

Based on the problem identification, it is important for the researcher to establish limitations within this study. These limitations are related to students' perceptions of the QAR strategy in critical reading classes and student engagement during critical reading instruction while implementing the QAR strategy. The main emphasis of these problem limitations is to focus on students' perceptions of the QAR strategy and their level of involvement in the critical reading learning process when employing this strategy. This focus aims

to narrow the scope of the research to better understand how students perceive and engage with the QAR strategy within the context of critical reading classes.

I.4 Formulation of the Problem

After writing the background of this study and identification of the problem, it can be concluded that the main issues to be discussed in this study are:

1. How do students perceive the QAR strategy in the critical reading class?
2. How are students' learning engagements in critical reading class during implementing the QAR strategy?

I.5 Operational Definition

To prevent misunderstanding or lack of meaning in the discussion, it is necessary to have an explanation in terms or definitions terms, as follows:

1. Critical Reading

Critical Reading is a reading that is done wisely, considerately, deeply, evaluatively, and analytically, and not just looking for faults (Tarigan (2008).

2. Question-Answer Relationship (QAR) Strategy

QAR strategy is an activity design in which students categorize comprehension questions according to how and from what source the question is answered (Raphael in Ruddell, 2005).

3. Experience

Experience is a process to gain knowledge and skills. Experience can be defined as something that has been experienced and felt long ago and what just happened (Suparwati, 2012).

4. Narrative Inquiry

Narrative inquiry is a type of research that focuses on people's stories about their experiences (Clandinin and Connelly, 1990).

I.6 Aims of the Study

Based on the formulation of the problem written above, this study's purposes are as follows.

1. To describe students' perceptions about the QAR strategies in critical reading classes.
2. To describe students' learning engagements in critical reading classes during the implementation of the QAR strategy.

I.7 Significances of the Study

This research is expected to provide theoretical, empirical, and practical benefits.

1. Theoretical Use

Theoretically, this is the direction in selecting and appropriately utilizing learning strategies in critical reading. The results of this study are expected to be useful as an enrichment of scientific studies that provide scientific evidence about the effectiveness of the QAR strategy in learning to understand texts in critical reading.

2. Empirical Use

This research will provide empirical insights into students' experiences in learning Question-Answer Relationship (QAR) strategies in critical reading classes.

3. Practical Use

Practically, the results of this study are expected to be useful for various parties, lecturers, students, schools, and researchers in utilizing strategies for critical reading learning.

- a. For lecturers, the results of this study can be used as a choice of strategy for supporting learning in critical reading.
- b. For students, the results of this study can be used as an effective means for overcoming difficulties in critical reading.
- c. For students, the results of this study can be used as an effective means for overcoming difficulties in critical reading.
- d. For researchers, the results of this study can be used as a benchmark for the success of the research process.

CHAPTER V

CONCLUSION

II.1 Summary of The Findings

The research titled *"Students' Experience to Question-Answer Relationship (QAR) Strategy in Critical Reading Class: Narrative Inquiry"* has yielded highly positive findings. The data analyzed in this research revealed a range of emotions experienced by students when they use the QAR strategy in critical reading classes. These findings encompass both positive and negative emotions, as discussed by Solomon and Stone (2002), but what stands out is the predominance of positive emotions. The research results specifically illustrate the significant impact of using the QAR strategy on students' learning experiences. Positive emotions, such as feelings of accomplishment, enthusiasm, and confidence in answering questions, indicate the effectiveness of this strategy in enhancing students' interaction with critical texts. Students feel more comfortable and ready to actively engage in discussions, ask questions, and respond to inquiries. Although negative emotions like anxiety and haste also make appearances, they do not dominate the students' experiences. Instead, these negative emotions often serve as challenges that can be overcome through practice and additional support.

Based on the research findings and the discussions in Chapter IV, the following conclusions can be drawn:

1. Students' perceptions while using the QAR strategy in critical reading classes have been proven to be highly positive. Several research findings supporting the effectiveness of this strategy include:
 - a. QAR strategy can enhance text comprehension in critical reading: The QAR strategy has been proven to enhance text comprehension in critical reading. Students feel more competent in connecting questions with the content of the text they are reading. They experience a sense of accomplishment when able to effectively answer questions, creating a positive emotion in their experience.
 - b. QAR strategy can help expand critical thinking skills: The use of the QAR strategy also aids students in developing critical thinking skills. They feel more capable of analyzing texts in-depth, identifying the relationships between questions and the material, and formulating stronger arguments. This boosts their confidence in their critical thinking abilities and fosters a positive emotion.
 - c. QAR strategy can improve the ability to construct arguments: The QAR strategy contributes to students' ability to construct arguments. They feel more skilled in organizing their thoughts and creating well-structured, coherent arguments. This provides a positive experience when they succeed in constructing strong arguments.

Although there is one negative emotion, a sense of haste and anxiety, it constitutes only a small part of the students' experiences. Positive emotions such as a sense of accomplishment, confidence, and

improved critical thinking abilities dominate their experiences. This demonstrates that the use of the QAR strategy in critical learning is highly effective and has a significant positive impact on students' experiences.

2. Student engagement while utilizing the QAR strategy in critical reading classes has been proven to be highly effective, supported by various positive emotions that dominate their experiences. Several research findings that demonstrate the effectiveness of this strategy include:
 - a. QAR strategy can increase engagement during critical reading instruction.: The QAR strategy has the capability to enhance student engagement during critical reading instruction. Students feel more involved in their learning process. They exhibit enthusiasm and active participation in class discussions, and they are more eager to comprehend the material. This increased level of engagement creates a positive learning experience.
 - b. The use of the QAR strategy can connect information in accordance with the text being read.: The implementation of the QAR strategy enables students to connect information in alignment with the text they are reading. They feel more proficient at linking the text's content with the posed questions, resulting in a deeper and more holistic understanding of the material. This fosters positive emotions related to their ability to connect information.

Although there is one negative emotion, namely, a lack of confidence when answering questions, it constitutes only a minor aspect of the students' experiences. Positive emotions such as increased engagement and the ability to connect information predominate in their experiences. This indicates that the QAR strategy is highly effective in enhancing student engagement during critical learning, resulting in a significant positive impact on their learning experiences.

II.2 Suggestion

In this section, the researcher aims to provide several recommendations that can pave the way for further research to deepen our understanding of students' experiences using the QAR strategy in the context of critical reading classes. These suggestions can be enhanced through the inclusion of more diverse participants and a broader range of references, which can offer deeper and more detailed insights into the use of the QAR strategy in critical learning settings. By integrating various perspectives and experiences, future research has the potential to address more comprehensive questions regarding the effectiveness and impact of the QAR strategy in enhancing students' critical comprehension. Furthermore, these recommendations can assist future researchers in designing more in-depth and relevant studies concerning the implementation of the QAR strategy in the context of critical reading instruction. By involving a larger number of participants, both in terms of the quantity of students involved and the diversity of their backgrounds, research can yield a richer understanding of various responses and experiences of

students with respect to the QAR strategy. Expanding the scope of references can support a more robust theoretical foundation and broaden perspectives when analyzing research findings.



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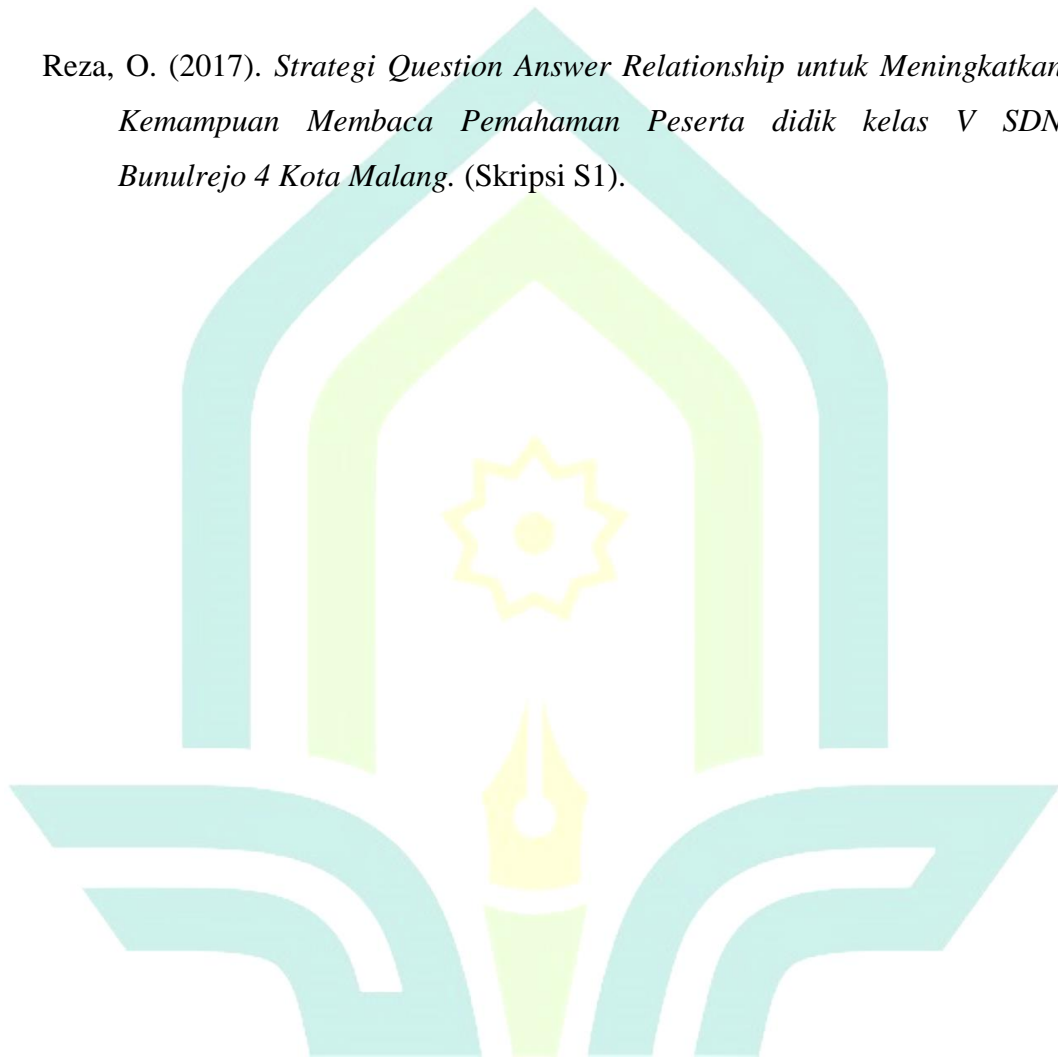
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