EXPLORING STUDENTS' DIFFICULTIES IN READING USING QUESTION AND ANSWER RELATIONSHIP

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Abstract

The aim of the research is to identify students' difficulties in reading using Question-Answer Relationship. The researchers employed descriptive qualitative research. The participants of the research were seventh-grade students of SMPN 2 Parongpong. To collect data for this study, questionnaire and test were used as the instruments of this research. Then, the data were analyzed qualitatively. The data of the research showed that the students faced several difficulties in reading deal with lack of vocabulary, difficulty in determining main ideas and finding specific information.

Keywords: Sudents' Difficulties, Question Answer Relationship, Reading

INTRODUCTION

Reading is one of the most important skills that kids in Indonesia must master. Teachers have certain obligations in terms of teaching English via reading and assisting students in capturing information from the texts they read. According to Alyousef (2006) in Maulida (2017), reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). Based on the first observations at SMPN 2 Parongpong, most of the seventh-grade students of SMPN 2 Parongpong were not active in teaching and learning. In this case, the students felt bored and did not understand how to read the descriptive text well. Students have difficulty understanding the content of the text, and they have difficulty understanding the generic structure of the descriptive text. It might due to the teacher seldom uses interesting strategies in teaching reading. As found by Tangla'a et al (2016) that from 28 students some of the students were still encountered some problems suc las ack of vocabulary, still got difficulties in reading text especially descriptive text, still got difficulties in using correct words spelling, did not put right mechanics based on the test.

Based on the description above, therefore, Question Answer Relationship can be a solution to the problem. According to Aziz & Yasin (2017), QAR is a reading strategy in which students categorize comprehension questions according to where they got the information they needed to answer each question. Therefore, this research aims at identifying difficulties in reading using Question and Answer Relationship.

The Question-Answer Relationship (QAR) strategy is a strategy developed by Taffy Raphael to encourage students' ability to understand texts and answer comprehension questions. The QAR strategy is a reading strategy where students categorize comprehension questions according to where they get the information they need to answer the questions. QAR instruction aims to ask the different types of questions and show the possible information sources students need for finding answers. If students are able to answer all or almost all of the questions associated with the text, this means that they comprehend the whole picture of the text. In short,

Question Answer Relationship (QAR) strategy gave better result to students' reading comprehension because this strategy provided with clears instruction.

There are several advantages of implementing QAR in teaching reading comprehension as proposed by Conner (2006) in Adawiyah (2019), explains the advantages of using QAR in the classroom:

a. Helps students monitor their comprehension of the text
b. Provides a purpose for reading the text
c. Allows students to assess their comprehension of the text;
d. Encourages elaborative and critical thinking.
e. Helps refute the common misconception held by students that the text tells all.

From the explanation above, the question answer relationship strategy has advantages for students besides helping students monitor their understanding of the text, it can improve students' reading comprehension, help students think about the texts they read, and help students understand various types of questions.

METHOD

This research is a descriptive qualitative research. The instrument used are questionnaires and test as data collection. The description of the theoretically examined sentences is centered on qualitative description. (Sandelowski, as cited in (Lambert & Lambert, 2012)) as cited in (Nurmalasari & Apsari, 2019) . The research was conducted at SMPN 2 Parongpong. The purpose of this study is to determine students' difficulties in reading by using question answer relationships.

RESULTS AND DISCUSSION

Results

The result in this study indicated that the students faced in reading. It was caused by some factors such as vocabulary, finding main idea and determining specific information. These difficulties can be revealed fromthe results of the test table below:

Table. 1
The Result of Test

The question numbers	The Test Result		
	Wrong answer	Correct answer	Precentage
Number 1	0	33	0 %
Number 2	**19**	**14**	**76%**
Number 3	5	28	20%
Number 4	**24**	**8**	**96%**
Number 5	7	26	28%
Number 6	5	28	20%
Number 7	**22**	**11**	**88%**
Number 8	8	25	32%
Number 9	6	27	24%
Number 10	4	29	16%

Number 11	1	32	4%
Number 12	0	33	0%
Number 13	0	33	0%
Number 14	21	12	84%
Number 15	**14**	**19**	**56%**
Number 16	1	32	4%
Number 17	3	30	12%
Number 18	1	32	4%
Number 19	1	32	4%
Number 20	3	30	12%
Number 21	**20**	**13**	**80%**
Number 22	2	31	8%
Number 23	2	31	8%
Number 24	1	32	4%
Number 25	5	28	28%

Discussion

From the table results above, it can be seen that students have the mistakes in answering questions numbers 2, 4, 7, 14 and 21. From the data, it can be concluded that the difficulties faced by students in reading deal with three aspect such as vocabulary, finding main ideas and finding specific information. The three aspects are described below:

1. **Lack of the students' vocabulary**
The data from test showed that most of students did the mistakes in answering number 2 and seven. The types of questions of number 2 and 7 can be seen as follows.

   (2) My classroom is very big ". The word " big " has closest meaning with..
   (7) "She always talks the truth to me." It means, she is a.... person.

The results show that the questions above belong to the types of vocabulary questions. It means that most of students got difficulty in comprehending the sentence because they have limited vocabulary. This finding is supported by the data from questionnaire that 90% of students stated that they got difficulty in reading because of their lack vocabulary. It means that that vocabulary is the main tool for the students to use English effectively.

2. **Finding Main Ideas**
The data from test also showed that most of students did the mistakes in answering the question number 4. The following is the question of number 4:

   (4) What is the text about?

From the results, it can be seen that students got difficulty in finding main idea. It is in line with the statement of Sitohang et al (2021) that the difficulties that students faced when identifying the main idea.

3. **Finding Spesific information**
   (15) Why does Mount Bromo well known?
   (21) How old is Peter? He is … years old.

From these results it can be seen that students have difficulty in determining questions about the specific information in the matter. This finding is in line with Mashulah's study (2013) in cited Wulansari & Cahyati (2021) that more than half of students made mistake in specific information in the text.

CONCLUSION

Based on data from test, it can be concluded that most of students faced several difficulties in reading dealing with the lack of vocabulary, finding the main idea, and finding specific information. These results are also supported by questionnaires idea that 90% of students are lack of vocabulary. The ability of students to determine the main idea of a paragraph from the overall test results students do not understand how to identify the main idea in a descriptive text. From the data also revealed that 96% students did the mistakes in answering the question of identifying main ideas. This means that finding main ideas become the most difficult factors faced by the students in reading.

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