THE MOST EFFECTIVE STRATEGIES IN TEACHING READING. QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY.

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Reading, along with listening, writing, and speaking, is one of the skills involved in language learning. People who use the term now understand that reading is a language ability that should be taught in conjunction with all other language abilities, such as talking, listening, writing, and thinking (Gillet & Temple, 1994). Reading is a process in which readers actively seek to understand what they read. It is a complex process and necessary skill that is used to extract meaning and information from a text in order to gain knowledge, which is related to other skills in the process.

According to Krashen (2004, p. 37), as quoted by Mourtaga (2006), "reading is the only way, the only way we develop a good reading style, an adequate vocabulary, advanced grammar, and the only way we become good spellers."

Reading has been defined differently by experts. According to Schulz (1981), reading is someone's ability to extract meaning from the text he or she reads. He goes on to say that while it is not necessary to understand the meaning of each word of text, it is necessary to understand the meaning conveyed by a series of words.

This definition refers to a concept known as extensive reading. This term emphasizes the importance of reading for global comprehension rather than intensive reading. Extensive reading is beneficial for general readers who do not need to understand the meaning of each word, such as when reading for information.

Intensive reading, on the other hand, is critical for students. It is not enough for them to understand the series of words; they must also understand the meaning of each word. Students who know every word in the text are more likely to extract meaning or information than those who do not.

Meanwhile, experts define reading comprehension in a variety of ways.

Snow (2002) defines reading comprehension as the process of extracting and constructing meaning simultaneously through interaction and involvement with written language. Furthermore, Grellet (1981) defines reading comprehension as "understanding a written text by efficiently extracting required information from it." A reader can discover the meaning, the main idea, the structure of the text, and other information from the text by reading. Comprehension consists of three interconnected elements that cannot be separated. The first component is readers who are attempting to comprehend texts. At this point, a person's ability and background knowledge influence the reading. Second, there is the text, which is the object that the readers must comprehend. That text could take the form of printed books or electronic books that are read. The reading activity is the third component. This activity includes the goals, processes, and outcomes associated with the reading activity (Snow, 2002)

Readers must use a variety of reading techniques when choosing to read different types of literature. Some effective reader strategies include predicting, forecasting, deducing, summarizing, scrutinizing, and assessing. When teaching reading, the teacher may use a variety of techniques. Choosing the right approach may have an impact on how well children understand what they read. A strategy, according to (Harmer, 2007), is an action taken by the

teacher to achieve one or more of her teaching-learning objectives. Effective teaching strategies for reading comprehension benefit both the learning process and the students' reading comprehension.

According to (Brown, 2004), teaching strategies can make a variety of teaching approaches and techniques for reading instruction easier to implement.

1.   Making predictions.

Making predictions is an important reading comprehension strategy that teachers and students should practice. It necessitates that students use what they have read and know about a topic to predict what will happen in a text or what the text will be about.

 Before, during, and after predictions in reading appears instinctively to proficient readers, but it can be the opposite for struggling readers. As a result, it is critical that teachers model making predictions and provide opportunities for students to independently practice this reading comprehension strategy.

2.   Retelling.

Retelling allows students to monitor and support their comprehension. Retelling is a method for teachers to assess student comprehension. Although retelling does not require much higher level thinking, it does necessitate students applying foundational skills and sharing their fundamental understanding of a text. This comprehension includes print and text structure concepts, as well as identifying the main idea and important details in a text.

A rubric or a checklist of text details can be used by teachers to assess a student's ability to retell. If you have students who struggle with retelling, especially if they can correctly answer questions about a text, it's critical to provide instructional strategies and interventions to help them.

3.   Asking questions.

Effective questioning should be practiced before, during, and after reading. When readers ask questions before they read a text, they are activating prior knowledge and making predictions. Both of these activities engage the child's interest and increase the likelihood that he will connect with the text and comprehend it. Questioning during reading can take the form of self-questioning, questioning the text, or questioning the author. It creates a dialogue in the child's mind as he reads. Asking questions after reading the text can stimulate critical analysis and further research on the topic.

Question Answer Relationship (QAR) strategy to enhance reading skill.

Unfortunately, students frequently struggle with comprehension of the reading text. They tend to believe that the answers to each question can only be found in the text, rather than in the readers' heads. The researcher discovered through informal interviews that both students' poor vocabulary mastery and traditional teaching methods are the causes of students' difficulties in improving their reading comprehension skill.

In this case, the teacher must devise an effective strategy to engage and motivate students to read.

The Question - Answer Relationship (QAR) strategy is thought to be capable of assisting students in being more active in processing the text, controlling their comprehension, and stimulating them to think critically all at the same time.

Raphael (1986: 518-519) classified QAR into two types. The first category is in the book question, which includes right there, think, and search. To find the right answers to questions,

it is necessary to scan the key information from the text, namely explicit information, in right there questions. Readers, on the other hand, must be able to combine one idea or information with another by skimming important ideas and information to find the main idea or implicit information to answer think and search questions. This type of question will indirectly stimulate the readers' critical thinking. The second category is in your head questions, which include the author and you on your own. In author and you, readers will not find the answer directly from the text, but must combine or even compare their knowledge of the ideas or information in the passage with the author's to deal with the communicative function. The readers' prior knowledge and experience with the passage are then very useful in making predictions in response to my own questions. (Readence. J.E, 2006)
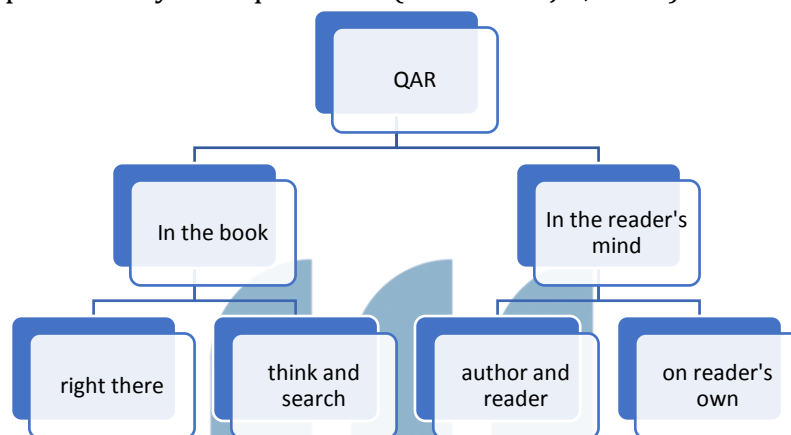

Figure 1. QAR categories

It can be used by teachers as a framework for directing questioning activities and comprehension instruction before, during, and after reading.

Implementing QAR in reading comprehension ensures that it not only focuses on lower-level skills and questions, but also on higher-level skills and questions, and it can motivate students to think critically and creatively. Given that QAR is beneficial to both teachers and students, the institution may implement QAR for all grades and school subjects in order to familiarize students with higher-level questions. As a result, students who have been treated with QAR will no longer struggle to understand the text.

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