

IMPROVING STUDENTS' READING COMPREHENSION ABILITY ON RECOUNT TEXT BY USING QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY

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Abstract

This research aims to determine whether a Question-Answer Relationship (QAR) strategy can improve students' reading comprehension ability in recounting text in the second grade of SMP Negeri 21 OKU. The research method was a pre-experimental design, one-group pre-test, and post-test. This means that the researcher only focused on one class as an experimental class and did not use a control class. The population of this research was students in the second grade of the SMP N 21 OKU. The sample in research class VIII A consisted of 27 students. Simple random sampling was used. The instruments used to conduct the data were the pretest and posttest. The data were analyzed by scoring students' correct answers, percentage student scores, means, and statistical analysis using a paired sample t-test. The results of this study indicate that the QAR strategy is effective in improving students' reading comprehension. The scoring average of the pre-test was 54,63 and the scoring average of the post-test was 67,41. This indicated that there were significant differences before and after treatment. The data analysis also showed that the significance value (2-tailed) is 0,000 which is less than the significance level of 0,05 (5%). This means that the Alternative Hypothesis (H_1) is accepted and the Null Hypothesis (H_0) is rejected. This shows that the QAR strategy is effective in teaching reading.

Keyword: Reading comprehension, Recount text, and QAR strategy

Introduction

Reading is an important skill of language learners. Reading skills can improve the other three skills of listening, speaking, and writing. Nurdiana and Amelia (2017, p.1) stated that reading is very important and is one of the four language skills that should be mastered by students at all levels. Reading is a process of understanding written text that extracts the required information from it as efficiently as possible (Nurdiana & Amelia, 2017). This means that reading is a process of obtaining, understanding, and catching the content and information of the reading text. Reading and comprehension are two things that are interrelated. When students read a text, they try to understand its meaning contained in the text (Reski, 2018). This is the process of understanding a text. Therefore, an activity in which readers relate text details and ideas to their prior knowledge to comprehend the text's materials is called reading comprehension (Sartini et al., 2018).

Based on the 2013 curriculum syllabus of second-grade junior high school, there is one of the texts they learn at school for reading comprehension, namely, recount text. Text that tells about someone's experience in the past and aims to inform or entertain the reader. Affendi (2017) stated that recount text is a piece of writing that events in a chronological sequence and retell events experienced in the other they happened.

Teachers can use many strategies to help students improve their reading comprehension. One of the strategy can use by teacher is the Question-Answer Relationship (QAR). A Question-answer Relationship (QAR) strategy was created by Raphael in 1983 to help students identify sources of information when answering questions about their reading (Nurhayati et al., 2019). The Question-answer Relationship (QAR) is a reading comprehension strategy developed for how students understand assignments from reading texts and answer questions.

Based on pre-observation at SMP N 21 OKU, the researchers obtained information from English teachers that students had difficulty understanding reading texts due to a lack of vocabulary, students were confused about identifying general information and finding specific information in reading texts, so students found it difficult to answer questions from English texts, and students felt bored because the learning process was slow and monotonous, so it did not make them interested in learning. This means that teachers must use other strategies to teach reading texts to improve students' reading comprehension ability. Considering the problems experienced by students in reading comprehension, the researcher was interested in using the QAR strategy to improve students' reading comprehension ability in recount text. Using the QAR strategy, students can find information and answer questions in the recount text correctly.

Methodology

In this research, the researcher applied a pre-experimental research design, one group pre-test, and post-test. Cohen et.al (2018) stated that pre-experimental designs is the researcher studies a single group and implements an intervention during the experiment. The population for this research was second-grade students of the SMP Negeri 21 OKU. The researcher used simple random sampling and obtained VIII A as a sample of the research consisting of 27 students.

In this research, the researcher collected data using tests. Calculated students' tests from pre-test to post-test and then analyzed students' scores pre test and post test used paired sample t-test in SPSS version 26. The data were analyzed by using statistical analysis to determine whether the results were statistically significant.

The researcher validated the criteria by distributing the research instrument tryout in class VIII C with 26 students. After tryout the instrument, the researcher calculated it using the SPSS 26 program, and Pearson's correlation was used to determine whether the instrument items were valid or invalid. Based on the results of the validity test of the research instrument (test) could be seen there were valid with $r_{count} > r_{table}$ (items 1, 2, 3, 6, 10, 11, item12, item 13, 15, 16, 17, 19, 20, 24, 25, 26, 27, 28, 33, and 34) and the other 15 items were invalid because $r_{count} < r_{table}$. Therefore, the researcher used 20 valid items as a research instrument for the pre-test and post-test. The result of the reliability test of research instrument (test) score obtained from Cronbach's Alpha was 0,815 more than 0,70, it means that the test was reliable.

Finding and Discussion

A. Finding of the Research

The research findings show the results of students' pre-test and post-test scores with tables and explanations. The research conducted the data from on April 3rd - 12th 2023 in VIII C as validity test class and VII A as experiment class. The pre-test was conducted on April 4th, 2023, the treatment of QAR starting from April 5th, 2023, and the last treatment on April 11th, 2023, and the post test on April 12th, 2023. After the researcher obtained the data, the researcher analyzed the pre-test and post-test scores using a paired sample t-test for statistical analysis.

1. Students' Reading Comprehension Pre-test Score

The result of students' reading scores before giving treatment using the Question Answer Relationship (QAR) strategy. From the analysis of the data by scoring the students' correct answers on the test, the researcher obtained a total pre-test score of 1475, an average pre-test score of 54,63, a minimum score of 40, and a maximum score of 70. Frequency and percentage tests were used to

determine the score interval. It was counted by entering the pre-test score and processed by the frequency test and then the percentage of the frequency test.

The results of students' pre-test scores are shown in the table below.

Table 1. Students' Pre-test Score

No	Score Interval	Classification	Frequency	Percentage
1.	<80	Very Good	0	0,00 %
2.	66-79	Good	1	3,70%
3.	56-65	Average	9	33,33%
4.	46-55	Poor	13	48,15%
5.	<45	Fail	4	14,81%
Total			27	100%

Based on the table 1, there were 1 (3,70%) good classification, 9 (33,33%) average classification, 13 (48,15%) poor classification and 4 (14,81%) fail classification, no one students very good classification.

2. Students' Reading Comprehension Post-test Score

Results of students' reading scores after treatment using the Question Answer Relationship (QAR) strategy. From the analysis of the data by scoring the students' correct answers on the test, a total post-test score was 1820, an average pre-test score was 67,41, a minimum score was 50, and a maximum score was 85. Frequency and percentage tests were used to determine the score interval. It was counted by entering the pre-test score and processed by the frequency test and then the percentage of the frequency test.

The result of percentage of students' answer pre-test score can be seen on the table bellow;

Table 2. Students' Post-test Score

No	Score Interval	Classification	Frequency	Percentage
1.	<80	Very Good	3	11,11 %
2.	66-79	Good	13	48,15%
3.	56-65	Average	10	37,03%
4.	46-55	Poor	1	3,70%
5.	<45	Fail	0	0,00%

Total	27	100%
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Based on table 2, there were 3 (11,11%) very good classification, 13 (48,15%) good classification, 10 (37,03%) average classification, 1 (3,70 %) poor classification, and no one score in fail classification.

3. Statical Analysis (Paired Sample T-test)

The result of paired sample t-test can be seen as follows;

Table 3. Paired Sample T-test

		Paired Samples Test							
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test - Post_test	-12,778	7,638	1,470	-15,799	-9,756	-8,693	26	,000

Based on table 3, the data show that students` reading comprehension before and after using QAR strategy treatment obtained a significance value (2 tailed) of 0,000. This show that the significance level = 0,05 (5%). Sig (2-tailed) < 0,05, H₀ is rejected and H₁ is accepted. The researcher conclude that the null hypothesis (H₀) of this research was unaccepted and the altenatif hypothesis (H₁) of this research was accepted. It means that it was significance effective by using QAR strategy to improve students` reading comprehension at second-grade of SMP N 21 OKU.

B. Discussion of the Research

Based on the findings of this study, it can be seen that the QAR strategy was effective in teaching reading comprehension. This was indicated by the students` pre-test and post-test scores. The researcher found differences before and after treatment, and there was an increase from the pre-test to the post-test.

The researcher analyzed the students' ability to answer questions from the pre-test and post-test. In the pre-test, most students found it difficult to comprehend the texts and questions because they had never yet studied the recount text before; this was the first for them and less vocabulary. Most students got score 54,63 (poor classification). On the post-test, most students got a score of 67,41 (good classification) because they already knew about recounting the text and applied the QAR strategy to help comprehend the text and answer the questions. The previous research of Nisa (2022) stated that the data pre-test and post-test show that QAR strategy can improve students' score in reading comprehension. This means that improvement in students' reading comprehension can be seen in the data from the pre-test and post-test scores.

The result of the hypothesis test (paired sample t-test) showed that the significance value was 0.00, which is lower than the Sig (2-tailed) 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This means that there was a significant effect in teaching reading comprehension using the QAR strategy for second-grade students of SMP N 21 OKU. Therefore, it can be concluded that the QAR strategy was effective in teaching English to improve students' reading comprehension.

Several studies (Abdi, 2021; Nisa, 2022; Pratiwi, 2020; Raphael, 1986; Raphael and Au, 2005; Ronthong, 2013) have investigated the significant role of QAR strategy in improving students' reading comprehension. This is the same as this research, which applies the QAR strategy to improve students' reading comprehension.

Conclusion

The results of the students' reading test showed that the average pre-test score was 54,63 (poor classification) and the post-test score was 67,41 (good classification) and the result of the hypothesis test (paired sample t-test), which shows that the significance value was 0.00, which is lower than the Sig (2-tailed) 0.05. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This means that there was a significant difference in achievement before and after treatment. Therefore, the researcher concluded that the ((QAR) strategy was significantly effective in improving students' reading comprehension ability on recount text in second-grade SMP Negeri 21 OKU.

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