Improving Student's Reading Comprehension Through Question-Answer Relationship of MTs Al-Washliyah Jati Rejo, Galang District Academic Year 2019/2020

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ABSTRACT

This research is aimed at improving the reading comprehension of MTs Al-Washliyah Jati Rejo, Kec.Galang grade VIII students using QAR strategy. In conducting this study, the researcher applied Classroom Action Research (CAR) as the method of research. It was conducted in two cycles and each cycle consisted of four phases: planning, acting, observing, and reflecting. This research answered two questions (1) How is the implementation of using Question Answer Relationship (QAR) to enhance the students' reading comprehension in the narrative text at the eight grade of MTs Al-Washliyah Jati Rejo, Kec.Galang in the academic year of 2019/2020? (2) How is the result of the use of Question-Answer Relationship (QAR) strategy in the narrative text at the eight grade of MTs Al-Washliyah Jati Rejo, Kec.Galang in the academic year of 2019/2020? In reference to the application of the two cycles, the results of the research revealed that the use of schema activation strategy successfully improved the students' reading comprehension. The students' interest and attention in the process of teaching and learning English, especially reading, reading improved. They were also able to explore many words related to the topic of the lesson. In relation to their comprehension of English texts, the students were able to identify main ideas and supporting details of paragraphs correctly

INTRODUCTION

Teaching and learning are the activities that can be complex and need to be noticed. Teaching can be said as a work art activity because teaching needs good preparation. Learning involves the activities of students which encourage using their prior or background knowledge. Students must discover great value about what is being learnt and have the motivation to solve the problem (Slavin, 2000: 218). Students at different level have some significant problems because there is no instruction to stimulate the students to create a question so that they can comprehend the text.(Frazier & Brown, 2001)

In English teaching and learning, there are four skills which are very important for English learners. The for skills are reading, speaking, listening, and writing. Reading and listening are called receptive skill while speaking and writing are a productive one. As one of the four language skills, reading is the most important skill in mastering English. It is important to enhance students' reading ability to access much information when they face written English or when they want to learn about English literature in written form. We have to master reading skill in order to understand what is said in the book so that it will facilitate students to comprehend texts and then be able to answer comprehension questions properly in many kinds of reading tests. Dallman, (1982) also says that reading is more than knowing what each letter of alphabet stands for, reading involves more than word recognition, that comprehension is an essential of reading that without comprehension no reading takes place. It means that comprehension is the soul of reading.(Arikunto, 2013)

To enhance student's reading comprehension, there are several ways that can be used. A teacher can apply some methods, techniques, or strategies to make student' reading comprehension better than before. The teacher can also choose an appropriate method, technique, or strategy that should be applied to teach reading to the students which is suitable for the reading test used. Producing and preparing a question can be very difficult especially if the students do not have a strategy which assists to modify it. In contrary, answering the question itself needs little or much effort to be solved. Based on the types, there are explicit and implicit questions. Students must have a strategy to recover the problem while reading and answer the questions based on the text given. One of the reading comprehension strategies that the writer discusses is Question-Answer Relationship (QAR) which deal with the question. Students can use the following QAR question types to analyze and answer questions.

Question-Answer Relationship (QAR) strategy is a method which is designed for a deliberate and common way of thinking and talking about effective sources of information when answering questions in which QAR is a during reading strategy that improves comprehension. This strategy teaches students that all questions are not alike and that knowing how to identify the types of questions will help them answer the questions in which this strategy presents a three-way relationship between questions, text content, and reader knowledge

One of the texts which the researcher would concentrate on is narrative text. The narrative text structure consists of orientation, complication, the sequence of events, resolution, and coda/moral value. Raphael, said that QAR strategy is to help students and teachers start to share the information through creating the relationship between question and answer so that they know how questions are designed. QAR also provides a basis for teaching three comprehension strategies, locating information, showing text structures and how the information is organized, and determining when an inference or reading between the lines is required.(Thomas & Robinson, 1972)

The problems of this research can be stated as follows: (1) How is the implementation of using Question Answer Relationship (QAR) to enhance the students' reading comprehension in the narrative text of MTs Al-Washliyah Jati Rejo, Kec.Galang in the academic year of 2019/2020; (2) How is the result of the use of Question-Answer Relationship (QAR) strategy in the narrative text of MTs Al-Washliyah Jati Rejo, Kec.Galang in the academic year of 2019/2020.(Agustina, Sutarsyah, & Hasan, 2013)

This Research is Classroom Action Research (Wiriaatmadja, 2005: 13) explains that Classroom Action Research is a method how a group of teachers can organize their teaching-learning condition and learn from their own experience.(Shafer, Zhang, & Open Textbook Library, n.d.) They can try an idea as reparation in their teaching-learning process, and look the real effect of those efforts. There are some steps in Classroom Action Research (CAR), and those are Planning, Action, Observation, and Reflection. This research was conducted at the eleventh grade of MTs Al-Washliyah Jati Rejo, Kec.Galang in the academic year 2019/2020. The eighth grades consisted of one class group, but the writer took one class group. The number of the participants were 20 students. They were 12 girls and 8 boys.

THE RESULT OF THE RESEARCH

Planning

Before conducting the research, the researcher prepared the instruments of the research as follows:

1) English syllabus English syllabus is so important thing as guidance to arrange the lesson plan. The researcher used the English syllabus of MTs Al-Washliyah Jati Rejo, Kec.Galang. It can be seen in the appendix.

2) Lesson plan Making lesson plans and designing the steps in action. In order to control the teaching-learning process, the researcher used the lesson plan as guidance for the teacher's activities in the class. It can be seen in the appendix.

3) Material The teacher used the book of Lembar Kerja Siswa (LKS) and the internet as resources of the materials.

4) Teaching aid The researcher prepared some instruments, such as: students' worksheet, the text about the narrative text, board marker.

5) Observational checklist for cycle The researcher used the observational checklist in order to know the condition of the teaching-learning process in the classroom.

6) Prepared test instrument There are two kinds of tests. The first test is a pre-test. The pre-test was a test that was given to the students before the teaching-learning process. The second test is the post-test. The post-test was a test that was given to the students after the teaching-learning process was conducted.

Implementation of action

The cycle 1 was held on 14 and 16 September 2020. This cycle divided into three parts. The first part, the researcher wanted to conduct cycle 1 in 2 days, where pre-test and treatment were conducted on day 1 and post-test on day 2.

The first part of cycle 1 held at 07.45 a.m. on Monday, September 14th, 2020. The teacher and the researcher entered the class, and the teacher greeted the students in the class by saying "Assalamualaikum wr wb". All the students answered the greeting of the teacher. The teacher asked one of the students (Daniel) to lead the pray by saying "Bismillahirohmanirrohim" then followed by all students. Then, the researcher introduced herself to the students. After that, the teacher opened the meeting and checked the students' attendance list. It was followed by 23 students in the class. Before the lesson, the teacher gave pre-test to the students for about 30 to 35 minutes. She also asked the students to do the test by themselves and not to open the dictionary.

When the students were doing the pre-test, the teacher walked around the class to check the students along doing the test. They looked so confused to start their reading. Three boys did not focus, they still talked to their friend to ask the answer. There was one boy, Daniel, who was sleepy. Only one boy, Rendi, that focused on doing the test. On the other hand, almost girl students focused on doing the test by themselves. In the pre-test, some students got difficulties. There were Daniel, Zikri, Tirta, Reva, Siti, Anita, and Rendi who were difficult to comprehend the narrative text, especially in understanding both explicit and implicit information. Most of the students asked their friends about the answer and asked permission to the teacher to open a dictionary.

The second part of this cycle, the teacher gave the treatment for students at 08.20 a.m. on September, 14th 2020. In the class, the researcher observed the students' and the teacher's activities during the teaching-learning process.

At the beginning of a lesson, the teacher gave icebreaker called concentration's game. asked the students whether they have learnt about a narrative text or not. The students said, "Yes, we have learnt about a narrative text, Miss". Then the teacher asked the class what narrative text is about. Sakilah said, "maybe the narrative text is text which tells the past event". "Thanks for your bravery to answer Mey, but it is still wrong. Maybe any others answer?" asked the teacher.(Raphael, 1986) No one can answer completely. They forgot about a definition of narrative text because it was learnt several weeks ago."Narrative text is a story which is aimed to amuse or entertain the readers or listeners" said the teacher. The teacher asked students to repeat the definition of

narrative text, and the students did it. "Is it fiction or nonfiction?" asked the teacher. The students said, "it is nonfiction, Mom". "Are you sure that it is nonfiction? What is actually the meaning of nonfiction?" asked the teacher. "Nonfiction is tidak nyata buk" answered Siti. "No, the meaning of nonfiction is cerita nyata. Do you ever read from the film in television, there is sentence "cerita ini hanyalah fiktif belaka". Film on the TV is not a true story. So, the meaning of fiction is cerita tidak nyata" explained the teacher. "So, narrative text is fiction," said the students then. The teacher asked the students to open and read their book on page 10. The students read on page 10, except Daniel because he did not bring the book. After they read, the teacher asked about the generic structure and language features in narrative text and the students could answer by saying it together. They got understanding of the narrative text.

The next activity in the class learnt about QAR strategy at 09.40 a.m. on September, 14th 2020 to make easier when they comprehended narrative text. Before applying this strategy in reading the narrative, The teacher explained to the students that there were four types of questions were examined in the QAR. The teacher applied this strategy directly in the students' book on page 17 to made students got a better understanding of QAR strategy. One of the students, Audya, confused about the type of question number 5. Then the teacher said "it is not important that there be a single correct category for every question. What is most important is that you guys can support your choice of the category". "Yes Mom, I think number 5 can be categorized as on my own and author and you question. But whatever the type of this question, my answer is E Mom" said Audya. "Good analysis Audya, you are right. That's what I mean" answered the teacher. Finally, some students got understanding of using this strategy when they were reading the narrative text. (Gan-Goh, Peng, Hoon, Khoo, & Joseph, 2007)

The teacher gave an opportunity to the students to ask the question about the material that day. Syarifatul Husna said that her friends and she wanted to have this material about QAR strategy because they wanted to learn this in their home. Then the teacher answered she would send the material to WhatsApp group. Before the teacher closed the lesson, she gave conclusion and homework related to QAR strategy to the students.

The third part of this cycle the teacher gave a post-test at 07.45 a.m. on Wednesday, September 16th, 2020. The teacher entered the class and greeted the students in the class by saying "Assalamualaikum wr wb". All the students answered the greeting of the teacher. The teacher and students were praying together. Before she gave post-test, she asked the students to submit their previous homework. After that, the teacher divided post-test to students to know their reading comprehension about narrative text. The teacher gave 35 minutes to finish it. The students submitted the answer, then the teacher closed the meeting(Pelton & Robert P, 2010)

Observation

In the cycle 1, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the teacher's observational checklist is as follows:

No	Activities	Yes	No	Note
1	Greeting students before the lesson begin	√		Using English greeting to create English environment
2	Praying before the lesson begins	√		Asked Daniel to lead the pray
3	Checking the student's attendance list	√		There was no student who was absent
4	Asking the students' condition and their readiness	√		The students were fine
5	Giving icebreaker		√	Concentration's game
6	Telling the purposes of learning	√		
7	Asking the related material to the student	√		
8	Reminding previous material	√		
9	Helping students to remind their experiences that related to the material	√		
10	Giving an explanation of the material	√		Explaining narrative text and QAR strategy
11	Giving opportunity for asking questions and suggestions	√		

12	Clarifying and explaining the students' questions	√	
13	Guiding the student's activity	√	
14	Giving feedbacks after the lesson	√	
15	Helping students to conclude the lesson	√	There were 4 types of QAR questions
16	Informing next materials for next meeting		√
17	Giving motivations for students	√	The teacher gave motivation about being a diligent student
18	Praying and closing the lesson		√	Because it was not the last subject at that day

Table 1: Teacher's Observational Sheet of Cycle 1

Based on the observation checklist above, the teacher gave icebreaker like "konsentrasi, ayo konsentrasi. Konsentrasi dimulai. Sahara, Abdillah. Abdillah, Andika, and etc". She also gave motivation like "Keep study hard please, don't be a lazy student because your parent works hard every day. You guys must remember your parents" effort. They just want to see their children become a successful person". Then the teacher delivered the learning goal like "I hope that you all can comprehend narrative text by using QAR strategy".(Fraser & Walberg, 2016) The teacher explained the materials detail, first, she reviewed the definition of narrative text until the students understood. Secondly, the teacher explained about the 4 types of QAR questions. Third, the teacher applied QAR strategy using students' book on page 17.

The curriculum used K13 which the learning steps consist of Exploration, Elaboration, and Confirmation. Later on, the resulted of the students' observation checklist was explained below:

No	Name of Student	Paying Attention	Activeness in Asking Question	Activeness in Responding Question	Enthusiasm in Doing Test	NOTE
1	AHW	√		√	√	
2	AR	√		√	√	
3	ARS	√		√	√	
4	DHS	√			√	
5	EPW	√		√	√	
6	KR	√	√	√	√	
7	MAR	√			√	
8	MBP	√	√		√	
9	RHP	√		√	√	
10	RMS	√	√	√	√	
11	SMA	√	√			He did not really focus on the teaching-learning process
12	S	√	√	√	√	
13	SH	√	√	√	√	
14	SM	√		√	√	
15	SN	√	√	√	√	
16	ZFAS	√		√	√	
17	TS	√		√	√	
18	SN	√			√	
19	SN	√			√	
20	TPN	√	√	√	√	
21	WPR	√	√	√	√	
22	NAAU	√		√	√	She was confident in responding to the

				teacher's instruction
23	AAP	√	√	√

Table 2: Students' Observational Checklist of Cycle 1

Based on the students' observational checklist above, the researcher observing and monitoring all the students' attitude, response, and attention on the learning activity. In the class, almost the students felt enthusiastic using QAR strategy in the teaching-learning process. The students who did not really focus was Daniel.

But the result of this learning was needed enhancement. There were some students showed that they were difficult in comprehending narrative text. Most of them were lack of vocabularies. However, there were some other students had a good comprehension in reading.

The Calculation of The Mean and Standard Deviation

a) Mean of Pre-test 1

$$M = \frac{\sum X}{N}$$

$$= \frac{1528}{23}$$

$$= 66.43$$

b) Mean of Post-test 1

$$M = \frac{\sum Y}{N}$$

$$= \frac{1704}{23}$$

$$= 74.08$$

i. Mean of pre-test 1 = 66.43

ii. Mean of post-test 1 = 74.08

iii. Mean of post-test 1 ≥ pre-test 1

Based on the result above, it shows that the mean of pre-test and post-test are raising. It seems from a comparison of the mean score of pre-test and post-test in cycle 1. The mean of pre-test is 66.43 while the mean of post-test is 74.08.

Reflection

Based on analyzing of the cycle 1, the researcher as an observer reflected that the using QAR as a strategy in Science class was not effective yet. The students still adapted to this strategy and tried to apply in some narrative texts. Daniel did not really focus because of losing motivation in learning English. Then, the teacher gave the motivation to become a diligent student. In the other hand, Serly was confident in responding to the

teacher's instruction. The instruction was to read the result of her group discussion, retell the narrative text using their own words. The teacher gave information that Serly was not only active in English subject, but also in other subjects.

The KKM of English lesson was 75 but the student's scores of the pre-test show that there are only 43.47% of the students who get score higher than KKM. In the post-test, the student's scores show that there are 52.17% of the students who get score higher than KKM. It means that although there is an improvement, the researcher and the teacher have to conduct the next cycle because there must be at least 85% of the students who get score higher than KKM.(Snow, 2002)

Cycle 2

Planning

1) English syllabus of Junior High School

English syllabus is so important thing as guidance to arrange the lesson plan. The researcher used English syllabus of Junior High School from English teacher of MTs. Al-Washliyah Jati Rejo Kec.Galang.

2) Lesson plan

Making a revision of lesson plan and designing the steps in doing action. In order to control the teaching-learning process, the researcher used the lesson plan as guidance for the teacher's activities in the class. It can be seen in the appendix.

3) Material

The teacher used book of Lembar Kerja Siswa (LKS,) and internet as resources of the materials. In the cycle 2, students should work in a group to answer the questions based on what they had read from the text.

4) Observational checklist for cycle 1

The researcher used the observational checklist in order to know the condition of teaching-learning process in the classroom.

5) Prepared test instrument

There are two kinds of test. The first test is pre-test. The pre-test was a test that was given to the students before the teaching-learning process. The second test is post-test. The post-test was a test that was that was given to the students after the teaching-learning process was conducted. (Mcwhorter, 2020)

Implementation of Action

The cycle 2 was held on September, 29th and October, 5 th 2020. There were 3 parts of this cycle. The first part, the researcher wanted to conduct cycle 2 in 2 days, where pre-test & treatment were conducted on day 1 and treatment & post-test on day 2.

In the first part in cycle 2 held on Thursday, at 07.45 a.m. September, 29th 2020. The teacher and the researcher entered the class, the teacher opened the lesson and asked Daniel to lead the pray by saying "Bismillahirrohaminorrim". Then the teacher checked the students' attendance list. It was followed by 23 students in the class. The teacher gave the pre-test for students in 35 minutes about the narrative text before using QAR strategy. She divided the test and walked around the class in order to check the students along doing the test.

The second part of this cycle, the teacher gave the treatment for students at 08.15 a.m. on September, 29th 2020. In the class, the researcher observed the students' and the teacher's activities during the lesson.

The using of QAR in cycle 2 was similar to the cycle 1. At the first, the teacher explained their general mistakes by using their worksheets. Moreover, the teacher explained about t and skimming technique in reading. Almost all the students focused, they listened to the teacher and took notes for something important. But there were students did not focus, they were Daniel and Rendi. So, the teacher always asked both of them in order to make them focused on their worksheets.(Suparman, 2012) Once, Bagus was also not focused and the teacher gave a question to him about QAR strategy. "When you do the test about the narrative text, please read the question first, and then go to the text. If the answers are in the text, you need to look the keyword, but if the answers are in your head, do not go to the text. By knowing this QAR, you will not spend your time muchly. Do you get it?" asked the teacher. "Yes, mom" said the students. Andika said, "So, we will know whether we must look the answer in the text or think by using our knowledge,

Miss? "That's right Andika" answered the teacher. After the students understood better, the teacher asked the students to repeat what they understood and also applied it to their worksheets. The teacher gave conclusion a material.

The next meeting was also treatment at 08.50 a.m. on October, 5th 2020. The teacher and the researcher entered the class, the teacher opened the lesson and checked the students' attendance list. It was followed by 21 students in the class. Wisa and Siti Nurjannah were not in the class.

The next activity was a discussion, the teacher divided into several groups which consisted 6 members. The group divided into a pair of sub-group which consisted of 3 members of each. The first sub-group was called an expert group and the second was student group. The teacher gave a text to the expert groups and the student groups got some clues related to the text. Then, they discussed the text along with members. By grouping, the students used QAR strategy in Snow White text. The student group asked some types of QAR to the expert group. Then, the expert group answered the questions based on the information they got in the text and their knowledge or background. After they finished their task, the teacher asked the students to present it.(Montes, n.d.)

The third part of this cycle is giving a post-test. The students shocked because they did a test again. Then, the teacher divided post-test to students to know their reading comprehension about narrative text. The teacher gave 35 minutes to finish it. All the 23 students submitted the answer.

Observation

In the cycle 2, the researcher made two observational checklists for the teacher and the students. The explanation of the result of the teacher's observational checklist is as follows:

No	Activities	Yes	No	Note
1	Greeting students before the lesson begin	√		Using English greeting to create English environment.
2	Praying before the lesson begins	√		The teacher and the students were praying together
3	Checking the student's attendance list	√		The students rose their hands and
4	Asking the students' condition and their readiness	√		The students were fine
5	Giving icebreaker	√		Game of *Simon Says*
6	Telling the purposes of learning	√		The purpose was to deepen students' knowledge on QAR strategy in reading the narrative
7	Asking the related material to the student		√	
8	Reminding previous material	√		Asking about the type of QAR questions

9	Helping students to remind their experiences that related to the material	√		Giving clues
10	Giving an explanation of the material	√		Explaining about vocabularies and references
11	Giving opportunity for asking questions and suggestions	√		
12	Clarifying and explaining the students' questions	√		
13	Guiding the student's activity	√		Helped the students in a group working
14	Giving feedbacks after the lesson	√		
15	Helping students to conclude the lesson	√		There were 4 types of QAR questions
16	Informing next materials for next meeting		√	It was the last meeting of the research
17	Giving motivations for students		√	
18	Praying and closing the lesson		√	Because it was not the last subject at that day

Table 3: Teacher's Observational Sheet of Cycle 2

Based on the observation checklist above, the teacher gave icebreaker like "Elsya says stand up, Elsya says sit down, raise your hand". Then the teacher delivered the learning goal like "Today, we will review about synonym and reference and after it we will have group discussion". The teacher explained the materials detail, first, she reviewed about vocabularies and reference until the students understood. She also added some vocabularies. Secondly, the teacher explained about the 4 types of QAR questions. Third, the teacher asked the students to use QAR strategy in the group. Later on, the result of the students' observation checklist was explained below:

No	Name of Student	Paying Attention	Activeness in Asking Question	Activeness in Responding Question	Enthusiasm in Doing Test	Note
1	AHW	√			√	
2	AR	√	√		√	
3	ARS		√		√	
4	DHS	√			√	
5	EPW	√		√	√	
6	KR	√			√	
7	MAR	√			√	
8	MBP	√	√	√	√	
9	RHP	√			√	
10	RMS	√			√	
11	SMA	√			√	
12	S	√	√	√	√	
13	SH	√	√		√	
14	SM	√			√	
15	SN	√			√	
16	ZFAS	√			√	
17	TS	√	√	√	√	
18	SN	√		√	√	
19	SN	√	√		√	
20	TPN	√	√		√	
21	WPR	√	√		√	She did not join the class fully
22	NAAU	√	√	√	√	
23	AAP	√		√	√	She did not join the class fully

Table 4: Students' Observational Checklist of cycle 2

Based on the sheet above, the researcher concluded that the students had participated the class well. The students who lead to pray was Daniel. The students followed all of the teacher's instruction during the lesson. The students more active than cycle 1 and students were serious in learning.

The Calculation of the Mean and Standard Deviation

a) Mean of Pre-test 2

$$M = \frac{\sum X}{N}$$
$$= \frac{1820}{23}$$
$$= 79,13$$

b) Mean of Post-test 2

$$M = \frac{\sum Y}{N}$$
$$= \frac{1944}{23}$$
$$= 84,52$$

i.   Mean of pre-test 2 = 79.13

ii.   Mean of post-test 2 = 84.52

iii. Mean of post-test 2 ≥ pre-test 2

iv.   There is an enhancement of reading comprehension between pre-test 2 and post-test 2

Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle 2. The students' score of cycle 1 and the observations" checklist were used to make a proper reflection. In the teaching-learning process, there were two students who did not join the class fully. They were Wisa and Siti. They asked permission to the teacher to print out their task. The teacher gave permission to them because both of them had improved their reading comprehension in narrative text. It could be seen in their score of cycle 1. According to her, it would not be a big problem if both of them just leave the class for a while. Finally, this revised teaching-learning process could improve the students' score in pre-test and post-test.(Woods, 2005)

The passing grade (KKM) for English subject is 75. The students' scores in the post-test of the cycle 2 show that there are 91.30% of the students who get the score higher than KKM. The students' answers in the post-test of the cycle 2 were better. Some students can answer the questions correctly. In the pre-test of the cycle 2, there are 78.26% of the students who get the score higher than KKM.

CONCLUSION

After the research was conducted, the researcher drew conclusion of the use of QAR strategy to enhance students' reading comprehension in narrative text (a classroom action research of the eight grade students at MTs Al-Washliyah Jati Rejo, Kec.Galang in the academic year of 2019/2020), the researcher can conclude based on the findings discussed in the previous chapter that: (1) Implementation of Question Answer Relationship (QAR) Strategy to enhance the students' reading comprehension in Narrative Text at the eight grade of MTs Al-Washliyah Jati Rejo, Kec.Galang was successful. The researcher got the information from cycle 1 until cycle 2. The implementation of each cycle was divided into three parts. The first part, the teacher conducted pre-test, the

teacher gave pre-test to the students for about 35 minutes. The second part, the teacher conducted treatment by using QAR strategy. The third part was post-test; (2) The results of the use of QAR strategy in the narrative text at the eleventh grade of MTs Al-Washliyah Jati Rejo, Kec.Galang in the academic year of 2019/2020 show that the students who reached standardized score in cycle 1 were only 43.47% and 52.17%. The mean score of pre-test was 66.43 and post test was 74.08. On the result of cycle 2, there were 78.26% and 91.30% of students who reached standardized score.

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