AN ANALYSIS OF QAR STRATEGY IN TEACHING READING COMPREHENSION USED BY ENGLISH TEACHER

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Abstract

The purpose of this research referring to the research problem is to describe the QAR strategy used by English teacher in teaching reading comprehension are the eighth grade students in MTS Al-Hasyimi. This study employed quantitative research. Data were collected by conducting an interview with English teacher, documentation about QAR strategy and t-test. The research subject is VIII class consisting of 21 students. The result of this study showed that English teacher using four types question in QAR strategy namely (1) right there question, (2) think and search question, (3) author and you question, (4) on my own question. The lowest student score on the first semester (before) was 50 and the highest was 75, while the lowest student score on the last semester (after) was 75 and the highest was 100. Then the t value is -7.746 at the degree of freedom 20 so that the p value is 0.000 < 0.05 which means the hypothesis accepts H1 or in other words it can be concluded that there is a significant or significant difference between the students' scores in the first semester (before) and the students' scores in last semester (after). In addition, the results of this study are supported by the result of interview with English teacher that the QAR strategy can help the student easier to find the answer and the student can reason their knowledge or their experience.

Key Words: QAR strategy, Reading Comprehension, Student at Junior High School.

INTRODUCTION

In learning English there are several skills that need to be developed such as speaking, writing, listening and reading. Improving English skill of students needs the role of teacher. Teacher has vital roles in teaching and learning process. Without the teacher, teaching and learning processes will not run well because the teacher provides knowledge and gives direction about what students do in the classroom. In teaching and learning process, teacher needs the desired answer according to the strategy used, the students answer must be in sync with the questions given by the teacher. Thus students will be understood what the teacher explains.

The teacher must arrange the questions given to student according to the composition of the strategy use, the types of question and answers done by students must be appropriate so as to make the teaching and learning process in the classroom more active. Being a good reader can help teachers more easily get the answers they want. Good readers are readers who understand the topic, content and conclusions in the text.

In the classroom, it was important for the teacher to give some questions to the students. There are several questions that could make students more interested in teacher's explanation and answers his or her questions. It could make students more responsive during the teaching and learning process.

It is necessary for the students of Junior High School to master reading comprehension. Cooper (1986, p.11) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about

understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. . In engaging them in this reading power, the teacher must prepare an attractive reading teaching method so that it does not make them feel that the reading lesson is very boring. According to Fard and Nikou (2014, p.300-312) highlights Question Answers Relationship as a reading strategy in which students categorize comprehension question where they get information that they need to answer each question. It means that QAR is a strategy that is used by the teacher that will give to students to comprehend the question based on the information that they get from the text to answer each question.

This study choose the English teacher at MTS Al-Hasyimi because she said that the eight grade student not focus in teaching reading comprehension and can make the atmosphere is boring class. The researcher to interested of the problem and can do to solve the problem.

Abidin (2012,p.9) states "the teacher should introduce various reading strategies relevant to student needs." Furthermore he also revealed that the introduction this reading strategy must be practiced by the teacher and students when learning takes place. The teacher should apply QAR strategy for increasing student ability in classroom. So, from this explanation, there are a big gap for the researchers "How does the QAR (Question Answer Relationship) strategy used by English teacher in teaching reading comprehension are the eighth grade students in the 2020/2021 academic year?"

Method

In this research, the researcher applied descriptive quantitative research, According to Nana Syaodih (2010: 53), quantitative research is based on the philosophy of positivism which emphasizes objective phenomena and is studied quantitatively. This research applied quantitative approach and used the expose facto design. According to Sugiyono in Riduwan (2013, p. 50) Ex

post facto research is something that is done to examine an event that has occurred and then look back to find out the factors that can cause the incident. In this study, researchers conducted research on the effect of the QAR strategy on class VIII students in learning reading comprehension at MTS Al-Hasyimi. in this research, the data was collected use interview, documentation and test. The researchers will interview related English teachers QAR strategy used in teaching reading comprehension. the documentation guide is students score transcript before and after using QAR strategy in teaching reading comprehension. The test technique used by the researcher to collect data was that the researcher gave a test in the form of 10 questions in learning that not use QAR strategy and 8 questions for students that use QAR strategy. The test was applied twice. It was a before and after using QAR strategy.

Result and Discussion

The data description of this research was aimed to find out the

QAR strategy in teaching reading comprehension used by English teacher at MTS Al-Hasyimi. the researcher gave interview, documentation and test. The data of study is quantitative research. From the interview result, the researcher can be concluded that the QAR strategy have a positive effect for students in doing the task such as the student can more easier to find the answer and the student can get the answer not only in the book/text but also can get from their knowledge or their experience.

From the documentation result, in the first semester that not using QAR strategy gets the highest score achieved by the students was 75 and the lowest score was 50. Meanwhile, in VIII grade student that using QAR strategy the highest score achieved by the students was 100 and the lowest score was 75.

From the test result, the researcher using 4 part to know the effect in teaching reading comprehension using QAR strategy. the first is descriptive statistic.

Table 1: Result of Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BEFORE	21	50.00	75.00	67.1429	6.43650
AFTER	21	75.00	100.00	89.7619	10.66257
Valid N (listwise)	21				

The result of descriptive statistic is it shows that N or the number of the data for each valid variable is 21, from 21 samples in first semester (before) data, the minimum value is 50.00, the maximum value is 75, while the minimum value for the last semester (after) is 75 and the maximum value is 100. It is known that the average (mean) first semester (before) value is 67.1429 while the last semester (after) average (mean) value

is 89.7619. For the first semester standard deviation value is 6.43650 while in the last semester standard deviation value is 10.66257. It can be concluded that the first semester average (mean) value is 89.7619 > the last semester average (mean) value is 67.1429 so it can be said that there is an increase after using the QAR strategy.

Table 2: the result of Normality test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
SELISIH	.156	21	.199	.909	21	.052

a. Lilliefors Significance Correction

Table 2 shows the results of the normality test of the difference between the score in the first semester and score in the last semester based on the Lilliefors test which has a p value (Asymp sig 2 tailed) Lilliefors test > 0.05, the Lilliefors test p value on the difference in student scores is 0.199 > 0.05. Because the p value of the Lilliefors test > 0.05, the difference between the variables is normally distributed. So that the assumption of normality is met in all paired t tests, then the results of the paired t test are feasible and valid to use.

Table 3: the result of paired sample statistics

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BEFORE	67.1429	21	6.43650	1.40456
	AFTER	89.7619	21	10.66257	2.32676

Table 4.3.3 show the result of T-test of the descriptive test per variable both the first semester (before) and the last semester (after).

Based on the result above, mean from student score of first semester are 67.1429 < mean student score of last semester are 89.7619. To standard deviation in the first semester 6.43650 < standard deviation in the last semester are 10.66257.

Table 4: the result of paired sample test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	BEFORE – AFTER	-22.61905	13.38087	2.91994	-28.70995	-16.52815	-7.746	20	.000

Table 4.3.4 show the result of Paired sample T-test between first semester score (before) and the last semester score (after). Based on the result above, the difference between the students' the first semester and the last semester scores is -22.61905 with a standard deviation of 13.38087 and a standard error of 2.91994. The difference in the 95% confidence interval before bootstrap is between -28.70995 to -16.52815. Then the t value is -7.746 at the degree of freedom 20 so that the p value is 0.000 < 0.05 which means the hypothesis accepts H1 or in other words it can be concluded that there is a significant or significant difference between the students' in the first semester scores and the students' in the last semester scores.

Before the learning process begins used QAR strategy the teacher studied first about the strategy that will use and make some questions that have given for students. The teacher should to introduce a reading strategy that will use in classroom. It is supported by Abidin states "the teacher should

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introduce various reading strategies relevant to student needs." Furthermore he also revealed that the introduction this reading strategy must be practiced by the teacher and students when learning takes place. The teacher should apply QAR strategy for increasing student ability in classroom. It also supported theory from Hennings (1997, p.245) states that comprehension means interacting and constructing meaning with the text. Thus, it can be concluded that reading comprehension means understanding about what student have read, and know the meaning based on the content of the text. The teacher said that the advantages of QAR strategy are, can distinguish some question that different level, can bring up new words from their own knowledge. The teacher said the more often the teacher ask students' opinions, the more accustomed students become to reasoning their knowledge and the more new vocabulary they get. It is supported by research result from Nurmadia Sarjan and Mardiana (2007, p.157) showed that QAR strategy make the students

were effective in teaching reading comprehension because can help the student to comprehend the text. Those strategies could help the teacher because the student more active and the students could exchange their opinion with their friends.

Conclusion

Based on the findings and discussion, it can be concluded that using QAR strategy can said effective in teaching reading comprehension. The teacher chooses the QAR strategy because can help the student easier to find the answer and can reason student knowledge. in this study there types of question in QAR strategy used by English teacher were right there questions, think and search questions, author and you questions, and on my own questions. The students can answer some question that given by the teacher not only from the text but from their experience or personal knowledge. In addition, to make it easy for students to find answers, the QAR strategy can also reason students' knowledge and opinions. Then the t value is -7.746 at the degree of

freedom 20 so that the p value is 0.000 < 0.05 which means the hypothesis accepts H1 or in other words it can be concluded that there is a significant or significant difference between the students' scores the first semester and the last semester.The results of this study are in accordance with the hypothesis which shows that there is an effect of the QAR strategy on class VIII students in learning reading comprehension. In addition, the results of this study are supported by the result of interview with English teacher that the QAR strategy can help the student easier to find the answer and the student can reason their knowledge or their experience.

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