An Analysis of Students' Ability in Reading Comprehension by Applying QAR Strategy At the Eighth Grade of SMPN 1 Hiliserangkai in 2022/2023

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Abstrak

Membaca pemahaman merupakan kegiatan yang dilakukan untuk mendapatkan makna dari hasil membaca sehingga dapat memahami informasi detail yang terkandung dalam bacaan. Ini adalah salah satu tantangan yang dihadapi oleh siswa sekolah menengah pertama dalam memahami makna teks. Mereka memiliki pemahaman bacaan yang buruk sehingga sulit bagi mereka untuk memahami dan menemukan informasi penting yang terkandung dalam sebuah teks. Akibatnya, guru harus menggunakan strategi yang tepat dan efektif untuk membantu siswa memahami teks. Oleh karena itu, penelitian ini berfokus pada Question-Answer Relationship (QAR) sebagai strategi pelatihan untuk meningkatkan pemahaman membaca siswa dalam teks deskriptif dan menemukan tanggapan siswa setelah mengimplementasikan QAR dalam kegiatan kelas. Hasil penelitian ini menunjukkan bahwa QAR merupakan strategi yang sangat berguna dan efektif untuk meningkatkan kemampuan membaca pemahaman siswa di kelas. Siswa menjadi lebih baik dalam menanggapi pertanyaan pemahaman dalam teks deskriptif. Strategi ini juga mendorong siswa untuk lebih aktif di kelas dan meningkatkan rasa percaya diri siswa untuk menjawab pertanyaan dan membedakan pertanyaan tentang teks yang dibacanya.

Kata kunci: Pemahaman Membaca, Strategi QAR, Teks Deskriptif

Abstract

Reading comprehension is an activity carried out to get the meaning of reading results so as to understand the detailed information contained in the reading. This is one of the challenges faced by junior high school students in understanding the meaning of texts. They have poor reading comprehension which makes it difficult for them to understand and find important information contained in a text. As a result, it makes teachers have to use appropriate and effective strategies to help students understand the text. Therefore, this study focuses on Question-Answer Relationship (QAR) as a training strategy to improve students' reading comprehension in descriptive texts and find student responses after implementing QAR in class activities. The results of this study indicate that QAR is a very useful and effective strategy for improving students' reading comprehension skills in the

classroom. Students become better at responding to comprehension questions in descriptive texts. This strategy also encourages students to be more active in class and increases students' confidence to answer questions and differentiate questions about the texts they read.

Keywords: Reading Comprehension, QAR Strategy, Descriptive Text

Introduction

Reading is an activity that must be carried out by students to complete their understanding and build meaning from what they read, therefore the students should be able to comprehend reading. Merisuo and Storm (2012:1) in Baqi Abdul Faud (2019:89) state that reading comprehension is a difficult process where the reader interacts with the text to generate the meaning utilizing both the material in the text and his or her prior knowledge and experience.

Every student has a goal in reading comprehension. The goal of reading comprehension can be to obtain detailed or factual information from reading results, which means that through reading comprehension students get facts from the results of their reading, to understand ideas, which means that students can understand the true meaning of the ideas in their reading, and to conclude information from reading results, which means that through reading comprehension students can draw conclusions and know the meaning of their reading. To achieve the goal of reading comprehension, student must study hard and the teacher must use appropriate strategies or techniques in learning activities. Reading comprehension needs to be taught seriously since children are at the early level of education. Basically, teaching reading comprehension in schools is to equip students with the knowledge and skills to master and understand reading content. So, one of the texts that can support reading comprehension is descriptive text, because in descriptive text we can find factual information or descriptions of something that is being told.

In syllabus of 2013 curriculum of SMP 1 Hiliserangkai, reading comprehension is one of the skills that must be learned by the students. The core competency expects students to be able to perceive meaning contextually related to social functions, text structures, and linguistic elements of short message and announcement/notifications.

Based on the preliminary data findings, there are several methods and strategies in teaching reading comprehension that are often used by the teacher of SMP 1 Hiliserangkai, one of them is the QAR strategy. However, still it was found that students at the eighth grade in SMP 1 Hiliserangkai had many reading comprehension problems, especially in descriptive text. First, students were lack of background knowledge about topic on the text given. Secondly, students were lack of vocabulary who make them difficult in understanding the text, they feel hard to comprehend the text because do not know meaning of word and feel lazy to find out in dictionary. Thirdly, the students feel complicated to read English word. Fourth, the students do not want find out difficulties in their learning.

According to Adawiah Rabiatul & Manurung Konder (2021:87) QAR strategy is a reading strategy that involves question comprehension and analysis, or, to put it another way, this strategy helps students comprehend the question in order to learn information from the reading itself. As a result, in practice, students in the classroom only skim the reading, and in order to understand it better, they concentrate on the questions the teacher

asks about the text reading. In the QAR strategy the teacher gives the reading text to the students, after that the students understand the reading and try to get the meaning of the reading, then the teacher gives question related to their reading results then the students answer the question given by the teacher. QAR strategy is very important for students because it can improve students' thinking skills and help students to understand questions and get information in the reading itself.

Based on the problem above, the researcher conducted the qualitative research on the eighth grade of SMP 1 Hiliserangkai. According to Van Maanen in Merriam B. Sharan and Tisdell J. Elizabeth (2016:15) Qualitative research is "a broad phrase that refers to a collection of interpretive methods designed to identify, interpret, and otherwise comprehend the significance of phenomena that naturally occur in the social environment, rather than their frequency, specificity, or number". The purpose of this study is to analyze the teacher's ability to apply the QAR strategy used in analyzing students' ability in the reading comprehension.

Based on the case, the researcher is interested in conducting a research entitled: An Analysis of Students' Ability in Reading Comprehension by Applying QAR Strategy at the Eighth Grade of SMPN 1 Hiliserangkai in 2022/2023.

Method

The researcher has conducted the research by using inductive approach aims on finding the focus of the research. According to Creswell and Plano Clark (2007) in N.A. Abdukarimova and N.N. Zubaydova (2021) says that e inductive researcher as someone who works from the "bottom-up, using the participants' views to build broader themes and

generate a theory interconnecting the themes".

In addition, the instrument has use of this research is interviews, questionnaires and test. According to Creswell W. Jhon (2014). In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants. According to Nana Sudjana (2014) Tests as an assessment tool are questions given to students to get answers from students in oral form, in writing or in the form of actions. According to Mcleod Saul (2023) a questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondent.

Setting and schedule of the research

The location of the research is SMP 1 Hiliserangkai, that is located in Nias Regency. There are 40 teachers in this school, and 3 of them are English Teacher. This school consist of 15 classes, and consist of 400 students. This research will be conducted on May to June 2023. The time allocation refers to eduacational calender of SMP 1 Hiliserangkai.

Source of data

The source of data is the subject from which data is obtained. If reseachers use interviews in data collection, the data source is called respondents, namely people who respond or answer researchers' questions, both written and oral communication. So, there are two the source of data in this research is, 1. Source of quantitative data. In this steps, source of data is test result, this is the researchers give questions to students to get answer

from students. 2. Source of qualitative data. In this steps, source of data is Interview and questionnaires results, In data interwiews can be taken when students answer each question given by researcher. While In the questionnaires, the reasearcher provide a set of question or other types of instructions that aim to gather information from a respondent.

Instrument of the research

In this research, researcher used interviews, questionnaires and test to collect all information and data during the research.

Data collecting technique

In this research there are two data collecting technique:
1. Collecting Data Quantitative Technique

In data quantitative, researchers give questions to students to get answer from students to obtain information about applying QAR strategy in reading comprehension.
2. Collecting Data Qualitative Technique

In data qualitative the researchers have conducted interviews the teacher and students to collect data, questionnaires, the reasearcher have provided a set of question or other types of instructions that aim to gather information from a respondent, and in the document the researchers have collected data from recording and video.

Data analysis technique

In this research there are two data analysis technique:
1. Analysis Quantitative Data Technique

The quantitative data must be analyzed to know the students' ability in reading comprehension. The data sources is test, where the researchers give questions to students to get answer from students.

To find the students' ability in reading comprehension, the researcher

used formula as suggested by Sadariah, et.al.,(2022) as follows:

$$Score = \frac{Correct\ Answer}{Total\ questions}\ x\ 100$$

To get the conclusion of the students' ability in reading comprehension, the students' score are categorized into Satriani Estika and Simammora Saputri(2021) criterion, the criterion could seen in the following table.

Table 3.7
The Categorization of The Students Ability In Reading Comprehension

Score	Classification
86-100	Excellent
76-85	Good
61-75	Fair
46-60	Bad
0-40	Very Bad

2. Analysis Qualitative Data Technique

Gay et al (2012:467) say that one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data.
1. Reading and Memoing
This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about Document and transcripts of interviews to get an initial sense of the data and identifying the themes.
2. Describing
This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher will analyze comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research.

3. Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher will categorize all of the collected data into some classifications or categories. The researcher will examine and compare all data, one to another to categorize them.

Based on these steps, researchers analyzed qualitative data. First, the researcher reads the data and then writes down important things during the interview. Second, the researcher describes all the important things about the data, such as where the data was taken, how the data was taken, and so on. And the last step, the researcher classifies the interviews and questionnaires based on what happened during the interview.

Results and Discussion

The research location was in SMP Negeri 1 Hiliserangkai, especially in class VIII, and the informants were 1 English teacher and 28 students. Researcher have taken data from interviews with English teacher and also students of class VIII SMP Negeri 1 Hiliserangkai, and collecting quetionnaire data for class VIII students of SMP Negeri 1 Hiliserangkai and also the researchers give questions to students to get answer from students. After collecting the data, the researcher analyzed the data from the results of teacher and student interviews, analyzed data from the results of the questionnaires that had been filled in by students which were distributed by researcher in the class and also analyzed the results of students' worksheets to determine students' abilities in reading comprehension.

The Results of English Teacher's Interview

The interview with the English teacher was conducted on 23 May 2023, before the researcher conducted the research in the class. The aim is to get data about what kinds of strategies are used by the teachers in teaching reading comprehension. It also aims to find out whether the QAR strategy can influence students in teaching reading comprehension or to find out the achievement of students' ability in reading comprehension. This shows that, when the teacher teaching reading comprehension, not all of the students are interested in reading English text and not all of them interpret the results of their reading or only read at a glance and do not know the meaning, then in learning the teacher uses the strategy that the reasearcher uses (QAR strategy).
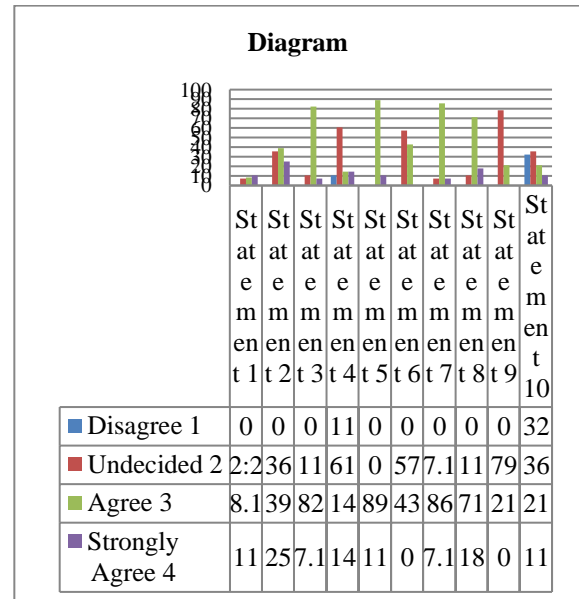
The Results of Students' Interview

The interview with the student was conducted on 23 May 2023, before the researcher start learning in the class. The aim is to get data about students' interest in reading English texts and some data related to this research. This shows that some students like learning English and some are also less interested and each of them has difficulty remembering vocabulary, remembering formulas and difficulties in pronunciation due to the difference between the way of writing and the way of reading.

The Results of Questionnaires

In this research, the questionnaire served as an initial data collection instrument to determine the level of student interest in learning English. From the results of research using this questionnaire, I found that those who stated strongly agree from the statement *"I'm interested in studying English"* were 3 student, 23 students said that they agreed, and 2 students said they were undecided. The statement *"I like reading English text"* which stated that they strongly agreed were 7 students, 11 students agreed, and

10 students stated undecided. The statement "*I have difficulty in learning English vocabulary*" which stated that they strongly agreed were 2 students, 23 students who agreed, and 3 students stated undecided. The statement "*I understand every meaning in the English reading text given by the teacher*" which stated that they strongly agreed were 4 students, 4 students agreed, 17 students stated undecided and 3 students disagreed. The statement "*Teacher used teaching reading comprehension strategy*" which stated that they strongly agreed were 3 students, and 25 students stated that they agreed. The statement "*Strategies used by the teacher in teaching reading comprehension help me to find the meaning of the reading text*" which stated that they agreed were 12 students and 16 students stated undecided. The statement "*The teacher used QAR strategy in teaching reading comprehension*" which stated that they strongly agreed were 2 students, 24 students agreed, and 2 students stated undecided. The statement "*I have studied descriptive text*" which stated that they strongly agreed were 5 students, 20 students agreed, and 3 students stated undecided. The statement "*I can determine the main idea in the text given by the teacher*" which stated that they agreed were 6 students, and 22 students stated undecided. The statement "*I can conclude the text given by the teacher*" which stated strongly agreed were 3 students, 6 students agreed, 10 students stated undecided and 9 students stated disagree. The following is the percentage data from the questionnaire data:

Diagram										
	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8	Statement 9	Statement 10
■ Disagree 1	0	0	0	11	0	0	0	0	0	32
■ Undecided 2	2:2	36	11	61	0	57	7.1	11	79	36
■ Agree 3	8.1	39	82	14	89	43	86	71	21	21
■ Strongly Agree 4	11	25	7.1	14	11	0	7.1	18	0	11

Precentage Data *Figure*

From the data above, we can conclde that most students from class VIII have an interest in learning English, but behind that interest they also have difficulties in learning, especially in teaching reading comprehension. Therefore, in this research the researcher analyzed students' abilities after using the QAR strategy in teaching reading comprehension.

From this questionnaires data, I will compare the results with the value/result I get from the data instrument in the form of a documents, namely a student worksheet to get more valid data.

The Results of Test

In this research, the researcher also used an instrument that was a test in the form of a student worksheet, where the researchers give questions to students to get answer from students after completing the learning process about reading comprehension, and after that the researcher assessed and collected it to be used as data to find out student's ability in reading comprehension after QAR strategy is used. Below is the students score in reading comprehension:

Table
The Students Score In Reading Comprehension

No	Name	Score
1	Alfaisyah J. Mendrofa	100
2	Alfons C. Putra Mendrofa	90
3	Andrew Claudius Mendrofa	90
4	Asna Mendrofa	80
5	Celsy Kasih Murni Mendrofa	90
6	Charlie H. Mendrofa	80
7	Cristin Haga S. Harefa	80
8	Darwin Syah P. Waruwu	100
9	Dedis Flores Waruwu	80
10	Destin J. Zebua	90
11	Egreat H. Mendrofa	90
12	Esron G. D. Mendrofa	70
13	Fiktor Iman Setiawan Zebua	70
14	Fitri Edrian Waruwu	80
15	Frans Aditia Mendrofa	90
16	Grasella E. Mendrofa	90
17	Jelita Gea	90
18	Jerisman Mendrofa	80
19	Julius Arisman Mendrofa	80
20	Luster Verdin Mendrofa	80
21	Maria P. Waruwu	80
22	Natania C. Laoli	90
23	Novan P. Mendrofa	90
24	Peter Zefanya Harefa	80
25	Silvia A. Mendrofa	80
26	Teti Marni Mendrofa	100
27	Virnie C. Zebua	80
28	Yalenta Mendrofa	80
	Average	**85**

The data above comes from the student worksheet that has been collected by the researcher. Based on the data shown above, we can see that there are 3 students with a score of 100, 10 students with a score of 90, 13 students with a score of 80, and 2 students with a score 70. Then,

the average value obtained gets students in reading comprehension learning where the QAR Strategy is used show an average score of **85.**
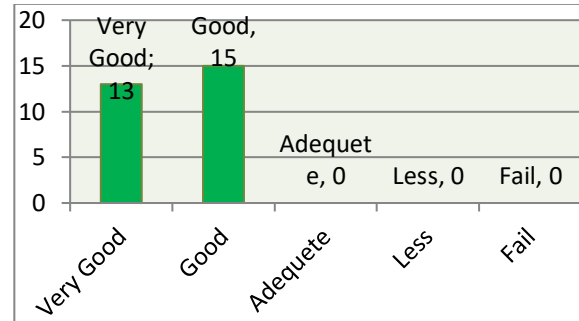
Students Classification Score *Figure*

Then, after presenting the student scores, the researcher categorizes the student scores based on the scoring rubric in reading comprehension:

Table
The Categorization of The Students Ability In Reading Comprehension

Score	Classification
86-100	Very Good
71-85	Good
56-70	Adequate
41-55	Less
<40	Fail

The table above shows the score and classification of the students' ability in reading comprehension. From the data found by the researcher, it shows that 13 students in very good category, 15 students in good category, 0 students in adequate category, 0 students in less category, and 0 students in fail category.

Then for the classification of reading comprehension levels achieved by students, they were at the level of literal comprehension and also inferential comprehension. At the literal comprehension level, students can convey names, objects, or an area that was discussed in the text being studied. And for

inferential comprehension students provide additional information related to the content of the text which students relate to the experiences they have experienced.

Conclusion

Based on the results of data analysis of students' ability in reading comprehension by applying the QAR strategy and the factors that influence student ability in reading comprehension, the findings in this study indicate that Grade VIII students at SMP Negeri 1 Hiliserangkai have achieved reading comprehension skills after using the QAR strategy. Then, the strategic factor in teaching reading comprehension plays a very important role. And the average student score is good and students are able to be at the level of reading comprehension of literal and inferential comprehension.

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