

## AN ANALYSIS OF STUDENTS' READING COMPREHENSION ON REPORT TEXT THROUGH QAR STRATEGY

Muhammad Zidane Baihaqi

Universitas Islam Negeri Maulana Malik Ibrahim Malang

[haqie2002@gmail.com](mailto:haqie2002@gmail.com)

### ABSTRACT

This research is a classroom action research that conducted on IX grade students of Bani Hasyim Singosari Islamic Junior High School as research subjects. The object of this research is the students' understanding of English, students' reading literacy, and the QAR learning strategy. This research was carried out in one cycle, and each cycle consisted of 4 stages, namely, planning, action, observation, and reflection. In this study, researchers used observation and tests as data collection methods and qualitative descriptive analysis as data analysis methods. Data on student learning outcomes was obtained by conducting pre-test and post-test. The criteria for success set out in this study are the minimum grade point average equivalent to KKM = 75 and the minimum student motivation is high. The results showed 1. The students' reading comprehension and English reading literacy increased with the criteria of at least good, 2. The ability and skills of teachers in English increased with the criteria of at least good, 3. 90% of the eighth grade students of SMP Islam Bani Hasyim already have individual mastery in the ability to understand reading (reading comprehension) in English.

**Keywords:** Reading Comprehension; QAR Strategy; Reading Literacy

### ABSTRAK

Penelitian ini merupakan penelitian tindakan kelas yang dilakukan kepada siswa kelas IX B SMP Islam Bani Hasyim Singosari yang berjumlah sebanyak 18 orang sebagai subjek penelitian. Objek dalam penelitian ini adalah pemahaman bahasa Inggris siswa dan strategy pembelajaran QAR. Penelitian ini dilaksanakan sebanyak satu siklus, dan setiap siklus terdiri dari 4 tahapan yaitu, pelaksanaan, perencanaan, observasi, dan refleksi. Dalam penelitian ini, peneliti menggunakan observasi dan tes sebagai metode pengumpulan data dan analisis deskriptif kualitatif sebagai metode analisis data. Data hasil belajar siswa diperoleh dengan mengadakan pre-test dan post-test. Kriteria keberhasilan yang ditetapkan dalam penelitian ini yaitu nilai rata-rata kelas minimal setara dengan KKM= 75 dan motivasi siswa minimal tinggi. Hasil penelitian menunjukkan 1. Kemampuan reading comprehension serta literasi bacaan Bahasa Inggris siswa meningkat dengan kriteria sekurang-kurangnya baik, 2. Kemampuan dan keterampilan guru dalam Bahasa Inggris meningkat dengan kriteria sekurang-kurangnya baik, 3. 90% siswa kelas VIII SMP Islam Bani Hasyim telah memiliki ketuntasan individual dalam kemampuan memahami bacaan (reading comprehension) dalam Bahasa Inggris.

**Kata-Kata Kunci:** Pemahaman Membaca; Strategy QAR; Literasi Bacaan

## INTRODUCTION

This research was motivated by students' low reading comprehension in answering questions and in repeating and summarizing the contents of the report text. This research aims to improve students' reading comprehension through the QAR strategy and teacher performance in the learning process. Reading is a valuable skill that can be used throughout life. Good reading is demonstrated by a person's ability to complete reading tasks easily and quickly accompanied by increased understanding so that they get better grades and learn faster (Anisah et al., 2021).

From this description it is explained that reading is a valuable/important skill as part of learning. The importance of learning to read is stated in Law Number 19 of 2005 concerning National Education Standards, article 6 paragraph 5 which reads, "Curriculum and syllabus for SD/MI/SDLB/Package A or other equivalent forms emphasize the importance of reading and writing skills and hobbies, numeracy skills, and communication skills." According to Murnasih, (2013) "Reading comprehension or reading to understand is a form of reading activity with the main aim of understanding the content of the message contained in the reading. Reading comprehension places more emphasis on mastering the content of the reading, not on reading beautifully, fast or slow.

The Question Answer Relationships (QAR) strategy is a reading learning strategy which basically aims to improve students' ability to understand reading content by training students to connect the relationship between initial knowledge about the content of the text before reading with new knowledge. after reading the text in answering questions (Murnasih, 2013).

## LITERATURE REVIEW

The Question Answer Relationships (QAR) strategy is a reading learning strategy which basically aims to improve students' ability to understand reading content by training students to connect the relationship between initial knowledge about the content of the text before reading with new knowledge. after reading the text in answering the questions. Students are trained to connect prior knowledge before reading the text by creating questions related to the text they will read and are trained to explore information in depth to find answers that match the questions they create. By asking questions, students are encouraged to make predictions about the possibilities that will be discussed in the reading text.

This strategy is designed to make teaching and learning activities more effective and able to achieve the expected skills, especially in the academic field to understand various types of texts. As Saputri (2018) said, the aim of the QAR strategy is to teach students to focus on meaning in context. This also encourages students to describe the information obtained from the text. The QAR strategy can improve students' ability to answer questions using systematic debriefing. According to Saputri (2018), three levels of questions include:

A. Explicit Text - "there" (in the text):

At this level of inquiry, the answer can be found in the read text, usually one sentence at a time. This type of question has a literal level of questioning.

B. Implicit Text - "think and seek":

At this level of questions, the answers can be found in the reading, but questions at this level have a higher level of reflection than the first level. The answer can be found implicitly in a single paragraph or throughout the paragraph. This type

of question has a level of inference level questions.

C. Reading the reader's information and knowledge - "own".

Ask students to think about what they already know from reading and experience (prior knowledge) to form an answer. This type of question includes questions at the application level and evaluation level.

The level of QAR questions greatly influences students' reading comprehension level. This is demonstrated by Tompkins (2010), he explains the effectiveness of questions in influencing reading comprehension, specifically that "the questions students ask will shape their understanding: If they actually ask questions, their understanding will be literal, but if students make inferential questions, critical, and evaluative, then understanding will be at a higher level". The questions asked by students determine the condition of their knowledge, if they ask questions literally, their understanding is limited to literal knowledge, but if students make questions, critique and evaluate inferential, then understanding it they will be at a higher level.

## METHOD

This type of research is classroom action research. This research was carried out in the form of a cycle, where each cycle consists of four stages, namely planning, implementation, observation and reflection (Arimbawa, 2021). The subjects of this research were students of class IX B of SMP Islam Bani Hasyim Singosari Malang 18 people. The location of this research is SMP Islam Bani Hasyim Singosari Malang. The research was carried out from September 13 to October 7 2022. Data collection methods were carried out using observation and test methods. The research data analysis method uses qualitative descriptive analysis. Data on students' English learning outcomes were obtained using pretest and posttest. The success criteria set in this research are a minimum class average score equivalent to a KKM of 75 and minimum student motivation.

## RESULT AND DISCUSSION

This research was carried out at Bani Hasyim Singosari Islamic Middle School. Based on the results of observations made by researchers in class IX B, it was found that: (1) During learning, students had difficulty understanding various kinds of texts given by the teacher, (2) Students had low literacy and reading comprehension abilities, (3) The teacher still using the lecture method in the learning process, and (4) When learning takes place, there are still many students who are passive in class. This classroom action research was carried out in 1 cycle from September 13, 2022 to October 7, 2022.

This research was carried out at Bani Hasyim Singosari Islamic Middle School. Based on the results of observations made by researchers in class IX B, it was found that: (1) During learning, students had difficulty understanding various kinds of texts given by the teacher, (2) Students had low literacy and reading comprehension abilities, (3) The teacher still using the lecture method in the learning process, and (4) When learning takes place, there are still many students who are passive in class. This classroom action research was carried out in 1 cycle from September 13, 2022 to October 7, 2022.

During the learning process (pre-research) on report text comprehension material, the teacher asks students to explain the contents of the report text and determine the theme of the report text given by the teacher. However, during the learning process, most of the students

in class IX B of Bani Hasyim Islamic Middle School were still unable to explain the contents of the report text and conclude the theme of the report text given by the teacher. This is because students only focus on reading the report text without understanding every detail of the information available. Apart from that, this is also influenced by the students' insight, literacy and reading experience. Thus, the teacher decided to conduct classroom action research which aims to improve students' reading comprehension abilities (report text), increase students' reading literacy, and improve teachers' teaching skills by using the Question-Answer Relationship learning strategy.

Before proceeding to the research implementation or action stage, the teacher asked students to work on pre-test questions which aimed to measure students' reading comprehension abilities in the report text before being given action with the following results: There were 2 students with a total of 18 students who got a score of 70. Meanwhile, there were 6 students out of 18 students who got a score of 60, 3 students with a score of 50. Furthermore, there were 4 students with a total of 18 students who got a score of 40. Finally, there were 3 students with a total of 18 students who got a score of 30. Based on these values, it can be concluded that class IX B students have a low level of reading comprehension (report text) and reading literacy.

On September 20, 2022 the teacher carried out implementation actions in classroom action research. At the beginning of the lesson, the teacher explains material related to Report Text such as Generic Structure, Characteristics, etc. Next, students are given the opportunity to ask questions. Then, the teacher provides an explanation to students regarding the level of problem identification in implementing the QAR learning strategy. The teacher gives several examples of report texts to students which are equipped with questions related to each report text. The teacher and students discuss the questions in the report text by applying the QAR (Question-answer Relationship) learning strategy steps. First of all, the teacher asks students to read the questions on the questions given. Next, the teacher asks students to understand the level of QAR questions contained in the questions as explained by the teacher, as well as read the text report contained in the questions. Then, the teacher asks students to answer the questions based on the stages in the QAR strategy, and discusses all the questions together.

At the observation stage, the teacher observes students while learning is taking place, and observes the teacher's skills during the learning process. Meanwhile, in the reflection stage, the teacher reviews the implementation of learning that has been carried out in cycle 1, evaluates the results and process of learning in cycle 1, makes a list of problems that occurred in the learning process in cycle 1, and plans plans to follow up on problems in cycle 1 in the next cycle.

During the process of implementing cycle 1, the teacher concluded that the implementation of cycle 1 had gone well and smoothly. The students were able to follow the teacher's directions well, carry out the action process effectively, and carry out the discussion and presentation process smoothly. Thus, on October 7 2022 the teacher decided to carry out a post-test with the following results : There were 8 students with a total of 18 students who got a score of 100. Furthermore, there were 3 students who got a score of 90, and there were 7 students out of 18 students who got a score of 80. Based on the results of the post-test it can be concluded that the implementation of classroom action research was carried out by researchers was successful in implementing cycle 1. Students' reading comprehension and reading literacy skills in English increased after the teacher implemented the Question-Answer Relationship learning strategy in class IX B of Bani Hasyim Singosari Islamic Middle School.

## CONCLUSION

The Question Answer Relationships (QAR) strategy is a reading learning strategy that improves students' ability to understand reading content by training students to connect the relationship between initial knowledge about the content of the text before reading with new knowledge. At the planning stage, the researcher reviews the learning materials and learning indicators, prepares lesson plans according to the learning indicators and scenarios contained in the Question-Answer Relationship learning strategy, prepares the learning media and teaching aids needed, prepares the materials needed for evaluation (written test, LKS, etc.), as well as preparing observation sheets (Gersten et al., 2001). Then, at the observation stage the teacher carries out observation activities by observing students while learning is taking place.

Next, in the reflection stage, the researcher reviewed the implementation of learning that had been carried out in cycle 1, evaluated the results and process of learning in cycle 1, made a list of problems that occurred in the learning process in cycle 1, and planned plans to follow up on problems in cycle 1 in the next cycle. After carrying out the post-test, the researcher concluded that the implementation of the classroom action research carried out had been successful in the implementation of cycle 1. Students' reading comprehension and reading literacy skills in English increased after the teacher implemented the Question-Answer Relationship learning strategy in class IX B of Bani Hasyim Islamic Middle School Singosari. All students' post-test scores increased and met PTK success standards. Thus, the researcher decided to stop the classroom action research process in cycle 1.

## REFERENCES

- Anisah, I. N., Piscayanti, K. S., & Yudana, I. M. M. (2021). Penggunaan Strategi Group Mapping Activities (GMA) dalam Meningkatkan Kemampuan Membaca Siswa. *Indonesian Gender and Society Journal*, 1(2), 69. <https://doi.org/10.23887/igsj.v1i2.39085>
- Arimbawa, I. G. P. A. (2021). Penerapan Wordwall Game Quis berpadukan classroom untuk meningkatkan motivasi dan prestasi belajar biologi. *Indonesian Journal of Educational Development*, 2(2), 324–332. <https://doi.org/10.5281/zenodo.5244716>
- Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of Educational Research*, 71(2), 279–320. <https://doi.org/10.3102/00346543071002279>
- Murnasih. (2013). KEEFEKTIFAN STRATEGI QUESTION-ANSWER RELATIONSHIP (QAR) DALAM PEMBELAJARAN MEMBACA PEMAHAMAN SISWA KELAS VIII SMP NEGERI 2 TEMPEL. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699. [http://eprints.uny.ac.id/23168/1/Rina\\_Arifanti\\_09201241053.PDF](http://eprints.uny.ac.id/23168/1/Rina_Arifanti_09201241053.PDF)
- SAPUTRI, D. (2018). *Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan*. [http://repository.umsu.ac.id/handle/123456789/3741%0Ahttp://repository.umsu.ac.id/bitstream/123456789/3741/1/AN\\_ANALYSIS\\_OF\\_LASKAR\\_PELANGI\\_NOVEL\\_BY\\_USING\\_BIOGRAPHICAL\\_CRITICISM.pdf](http://repository.umsu.ac.id/handle/123456789/3741%0Ahttp://repository.umsu.ac.id/bitstream/123456789/3741/1/AN_ANALYSIS_OF_LASKAR_PELANGI_NOVEL_BY_USING_BIOGRAPHICAL_CRITICISM.pdf)
- Tompkins, A. K. (2010). *The English Catholic Issue, 1640-1662: Factionalism, perceptions and exploitation*. 1640–1662.