The Use of Question, Answer, Relationship Strategies to Improve The Tenth-Grade Students' Reading Comprehension At SMA Dwijendra Denpasar in The Academic Year 2022/2023

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Abstract-This research aims to improve the student's reading comprehension of the narrative text using the Question Answer Relationship (QAR) strategy at SMA Dwijendra Denpasar. It was done through planning, action, observation, and reflection. This research was Classroom Action Research (CAR) consisting of two cycles. The subject of this research was 35 students of tenth grade SMA Dwijendra Denpasar in the academic year 2022/2023. The instrument in this research was a test (multiple choice). The test consists of a pretest and a post-test. The data were analyzed quantitatively to get the mean score and percentage. The result showed that there was an improvement in the student's achievement in narrative text. Most of the students increased their scores gradually at the end of the cycle. The result of the mean score of students in the pretest was 60.14, the mean score in post-test 1 was 70.7, and the mean score in post-test 2 was 82. It can be concluded that the QAR strategy could improve the student's reading comprehension of the tenth-grade students at SMA Dwijendra Denpasar.

Keywords: Reading, Reading Comprehension, Questions Answer Relationship (QAR) strategy

I. INTRODUCTION

Education is a basic science that can influence the character of students from generation to generation through the teaching and learning process so that they can adapt as the best possible to the environment. It is Education, from its Latin roots, can refer to "to rear" or "to bring up" and includes parental activities, social relationships, physical development, and personalization processes (Jackson & Tap, 1998). Dewey refers the education as a vital component in social and moral development (Williams, 2017). Education can be defined as "learning for its own sake", while pedagogy is learning oriented towards social goals (Hinchliffe, 2001).

Education is all stages of developing the ability of human behavior and the process of using almost all life experiences of the man himself. The future is education that can face and solve problems facing life. The concept of education is increasingly important when one must be able to apply what is learned in school to face daily life now and in the future (Trianto, 2010).

Learning is a process of gaining knowledge about this learning process. According to Esteve, Valle, Gruzd, Kumar, Gilbert, and Valle (2010), learning is a natural social process that leads to the construction of meaning, coherence, purpose, identity, and competence, resulting in meaningful work. Learning is a comprehensive and holistic process which deals with cognitive, affective, and psychomotor domains (Susila, 2020). A learning process is belief-affirming if the difference between the expected payoff in the next period and the average of past

payoffs converges to zero (Monderer, Samet & Sela, 1997).

Learning is a process of acquiring knowledge, exploring, and sharing it to others (Juliari, 2018). In order to gain knowledge, people should follow some activities. Learning that is systematic, creative, interactive, inspiring, fun, challenging, and motivating for students requires teaching staff to utilize various learning media and technologies in learning strategies to achieve graduate competency standards (Anurrahman, 2013).

Learning English is essentially a life skill that is continuous with one another. English skills include listening, speaking, reading, and writing. These four skills are skills that cannot be separated and continued from one another (Muthoharoh, 2017). One of the four important language skills to be mastered by the students in the teaching and learning process is reading.

Reading is categorized as one of the language skills. This skill is categorized into receptive skills. In receptive skill, there are two types of tasks namely, first, where students read and listen to something to get a general understanding, and second, where the purpose of those activities is to get more specific information. Although reading skill is categorized into receptive skills, it does not mean that reading is passive.

Reading is a cognitive process involving sensory, motor, language, attention, expectancy, coding, categorization, comprehension, selection, and various kinds of memory (Mackworth, 1972). Reading is something crucial and indispensable for students because the success of their studies dependence the greater part of their ability to read (Nurfadillah, 2018). Reading is an active process that depends on the author's ability to convey meaning using words and the reader's ability to create meaning for students.

Reading is a process and can be seen as a product of that process, with three models discussed: bottom-up, top-down, and interactive (Liu, 2010). Reading is very important skill that should be mastered by students of senior high school because it could make the students easier to get information from what they read from a

text. It needs a thinking process in order to comprehend the text (Ulfa & Juliari, 2020). Reading comprehension is the main in reading, defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, it means that when the readers are comprehending a passage, they have to extract and construct meaning from the passing by interacting and involving with the passage. Comprehending a passage is needed to understand the writer's idea.

Based on the preliminary observation, reading is considered a difficult skill that should be mastered by the tenth-grade students at SMA Dwijendra Denpasar in reading comprehension. It can be seen from the result of the pretest given; that the average score on the test was 65 from 35 students which does not mean a minimum passing grade namely 75. Furthermore, the percentage of passing grade was 70% which does not mean the criteria of 80% which consisted of complex words and grammatical rules. In this case, the problems were difficulties in understanding the meaning of the text, capturing the information across sentences and paragraphs, and relating the information that came from the text with their knowledge. The students are unable to understand the paragraph they have read. The teacher implemented a conventional method of teaching reading; the main teaching and learning activity is reading a loud drill. The teacher merely focused on students' pronunciation. Therefore, the teacher should find another method, technique, or strategy to establish the effectiveness of English teaching to make the students have better achievement, especially in reading comprehension.

Based on the students' problems above, they used learning strategies to improve student reading comprehension is important. Learning strategies are learning activities that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Dick and Carrey, (1985) also mention that the learning strategy is a set of materials and learning procedures that are used together to generate learning outcomes for students. Many strategies are used in teaching

reading; one of them is the QAR (Question, Answer, and Relationship) strategy. The teacher can use this strategy in the teaching-learning process, especially in reading.

Raphael and AU (2005) stated that Question Answer Relationship (QAR) strategy helps the students to plan reading and answer comprehension questions, and also helps the students to ensure that there will not be an over-emphasis on lower lever skills with questions that only require the students to locate and recall information. The question-Answer-Relationship (QAR) strategy is designed as a method 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 improve comprehension. From the background above the researcher intended to investigate the use QAR strategy to improve the student's reading comprehension. The researcher chose this class because they still have a low understanding of the reading text.

II. METHODS

This research was Classroom Action Research (CAR). It was a study reflective of making improvements in purposeful learning to overcome the problems that are happening in the classroom in the learning process. Classroom action research was conducted in an attempt to improve practice learning and become more effective. In this research, the data had to be collected using some instruments. The researcher used some instruments, namely pre-test, post-test, and observation sheet to know the difference in students' reading comprehension before and after the strategy was given by the teacher. The subject of the research was students of class X6 at SMA Dwijendra Denpasar in the academic year 2022/2023 with a total of 35 students, 20 female and 15 male students.

III. RESULT AND DISCUSSION

This CAR research was implemented in four steps in each cycle. The steps were planning, implementing, observing, and reflecting. The result of using the QAR Strategy to improve reading comprehension study it can be seen in the pretest and posttest. The description of the result of the action will be explained based on two stages namely: Cycle I description and Cycle II description. Cycle I is the initial stage that is carried out before the strategy of QAR can improve the students' reading comprehension at SMA Dwijendra Denpasar. Meanwhile, Cycle II is the stage of implementing the use of the QAR strategy to improve the students' reading comprehension at SMA Dwijendra Denpasar in the academic year 2022/2023.

Figure 1. The Score of Percentage in Pretest, Post-test1, and Post-test 2

Based on the figure above, it showed that the percentage of students who passed the criteria in the pre-test is 17.14% or only 6 students who passed the score writing test (multiple choice). Meanwhile, the percentage of students who did not pass the criteria in the pre-test was 82.85%, or 29 students who got under the score. Then, in the post-test 1, the students have an improvement in their test. It showed that the percentage of students who passed was 54.28% or 19 students could reach the target score while the students who did not pass was 45.71% or 16 students couldn't reach the target score. The last one, in post-test 2, showed that the percentage of students who could reach the target score was 88.57%, or 31 students who could pass the criteria in their test. Meanwhile, the students who did not pass the target is 11.42% or 4 students who did not pass the target score of the test.

In relation with this, the researcher aims to know the use of Questions Answer Relationship in improving students' reading comprehension. In this research, the students use Classroom Action Research. The researcher followed the process of the research proposal, namely: 1) problem, planning, acting and first observing, 2) revised planning, acting, second observing, and reflecting. The researcher applied two cycles in this research. The problems are found in pre-test, post-test 1, and post-test 2.

The percentage of results in the pre-

test is 17.14% which means, there were only 6 students who passed the score writing test (multiple choose), Meanwhile, the percentage of students who did not pass the KKM in the pre-test was 82.85% it means, in this test more the students not passed the past, there were 29 students who got under the score of KKM in their writing test (multiple choose), it means many students really difficult to understand the meaning. In this research.
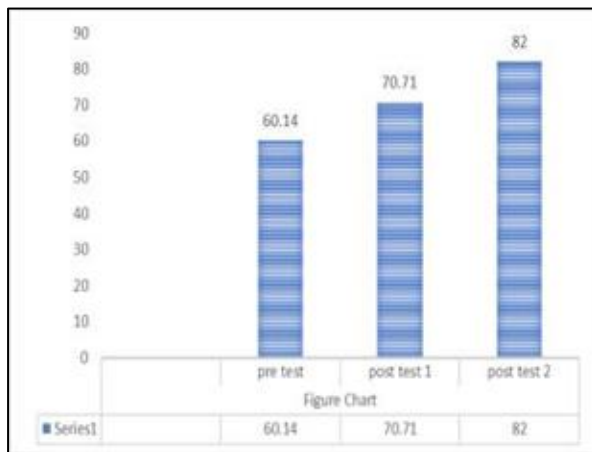
the researcher found the problems of the tenth-grade students. Then, the researcher implemented the Question, Answer, Relationship (QAR) strategy in the classroom. In the post-test 1, the researcher reviewed the material about narrative text and introduce the strategy, explained how to use it in answering the questions. Then, the researcher gave students post-test 1 and revised the test of students that failed in pre-test, the students have an improvement in their test. It showed that the percentage of students who passed the KKM is 54.28% it means, 19 students who passed the criteria more than before. However, the implementation of the QAR strategy is still not successful in increasing the reading comprehension of tenth-grade students at SMA Dwijendra Denpasar. During this cycle, the students still have difficulty understanding the narrative text and still lack of vocabulary to read in English.

The research continued to the next cycle. In Cycle II, the researcher reviewed the material and gave the students a test in posttest 2 with different text and found interesting words for the students to read. In posttest Cycle II, it showed that the percentage of students who could reach the target score was 88.57% or 31 students who could pass the KKM in their test. Meanwhile, the students who did not pass the target is 11.42% or 4 students who did not pass the target score of the test and the students who didn't pass in posttest 2, they have to take special lessons. It can be said that the students have significant improvement from the pre-test to post-test Cycle II.

Based on the data from students' pretest and posttest scores in Cycle I and I, it was shown that the scores of students were improved. It means that the Question Answer Relationship strategy can help students get more from their reading by showing them how to find and use information from a text to answer teacher questions.

The implementation of the Question Answer Relationship can improve the reading comprehension of the students. The research conducted by Baqi (2019) found the implementing Question-Answer Relationship (QAR) strategy can help students comprehend the text while answering the questions. The students were able to categorize the questions as well to avoid spending too much time while finding the answer. Furthermore, the research conducted by Khasanah and Cahyani (2016) shows that the use of the Question-Answer Relationship (QAR) can improve students' reading comprehension in each cycle.

IV. CONCLUSION

The final result showed that the implementation of reading comprehension by the use of question-answer relationships can improve the students' reading comprehension of tenth-grade students at SMA Dwijendra Denpasar. In the pre-test, the main score was 60.14 with 6 or 17.14% of the class who passed the KKM. In post-test 1, the mean score was 70,71 and there were 19 students, or 54.28% of class who passed the KKM. Then in post-test 2, the mean score was 80.00 with 31 students, or 88.57% that the students passed the target score and there was no further cycle to be conducted since the criterion of success was 88 and the percentage of students who

could pass the KKM at least already more 75%.

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