



**IMPROVING THE EIGHT GRADE STUDENTS' READING
COMPREHENSION OF FABLE TROUGH QUESTION ANSWER
RELATIONSHIP (QAR) STRATEGY AT SMP TUNAS PELITA BINJAI**

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Abstract

Reading comprehension is a process to recognize the text and remember any information in the text. The preliminary observation found that the students in Junior High School had problem in reading comprehension. The students were difficult to find general information, specific information, textual meaning and recognize textual reference in the reading text. Classroom Action Research dealt with improving reading comprehension through Question Answer Relationship strategy of the Eight Grade students of SMP Tunas Pelita Binjai that consisted of 20 students. This research was conducted in two cycles. The data were analyzed by comparing the result of pre-test and post-test in cycle 1 and cycle 2 that were given to the subjects. Based on the data analysis, it was found that the students' score improved. In the Pre-test, the mean of the students' score is 56,25 and the number of students about 75 (KKM) is 7 students. In cycle 1, the mean of the students' score is 72,25 and the number of students about 75 (KKM) is 12 students. And in the cycle 2 the mean of the students' score is 83,75 and the number of students about 75 (KKM) is 17 students. Based on the observation sheet, it shows that the expression and excitement of the students were also improved. It suggested that an English teacher apply this strategy as one of the alternatives in teaching reading comprehension.

Keywords: Improving, Reading comprehension, fable, Question Answer Relationship (QAR) strategy.

Abstrak

Pemahaman bacaan adalah proses untuk mengenali teks dan mengingat informasi apa pun dalam teks. Pengamatan awal menemukan bahwa siswa di SMP memiliki masalah dalam pemahaman membaca. Para siswa sulit untuk menemukan informasi umum, informasi spesifik, makna teksual dan mengenali referensi teksual dalam teks bacaan. Penelitian Tindakan Kelas ditangani dengan meningkatkan pemahaman bacaan melalui Pertanyaan Jawaban Strategi hubungan siswa kelas VIII SMP Tunas Pelita Binjai yang terdiri dari 20 siswa. Penelitian ini dilakukan dalam dua siklus. Data dianalisis dengan membandingkan hasil pre-test dan post-test pada siklus 1 dan siklus 2 yang diberikan kepada subjek. Berdasarkan analisis data, ditemukan bahwa skor siswa meningkat. Dalam Pre-test, nilai rata-rata siswa adalah 56,25 dan jumlah siswa sekitar 75 (KKM) adalah 7 siswa. Pada siklus 1, nilai rata-rata siswa adalah 72,25 dan jumlah siswa sekitar 75 (KKM) adalah 12 siswa. Dan yang pertama, di siklus 2 nilai rata-rata siswa adalah 83,75 dan jumlah siswa sekitar 75 (KKM) adalah 17 siswa. Berdasarkan hasil observasi, lembar

menunjukkan bahwa ekspresi dan kegembiraan siswa juga meningkat. Itu menyarankan bahwa seorang guru bahasa Inggris menerapkan strategi ini sebagai salah satu alternatif dalam mengajar pemahaman bacaan.

Kata kunci: Peningkatan, Pemahaman membaca, fabel, Pertanyaan Jawaban Hubungan (QAR) strategi.

I. INTRODUCTION

English is an international language, it's mean that English is a tool of communication. In teaching English, there are four major skill which should be achieved by learners, namely listening, reading, speaking, and writing. Reading is one of four skill to be taught to the students, because by reading they can get information from the text that can increase their knowledge.

Reading is a simple process, because readers can decode the figure out how to pronounce of each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language. Reading is needed to get infomation or main idea from what the reader uses knowledge, skills, and strategies to determine what the next meaning is. That's why, reading is the important way in getting much information from the text.

In the school, the Students do not only read the text, but also understand the

information from the reading text. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, whereas in comprehension the students are expected to have more skills rather than to explain individual text or passage after comprehending them. The purpose of reading comprehension is to get some skill in understanding the text. Reading comprehension involves the students ability to find some information in reading text of English.

Grabe and Stoller (2002:8) stated that reading comprehension, is an extraordinary feat of balancing and coordinating many ability in a very complex and rapid set of routines that makes comprehension a seemingly effortless enjoyable activity for fluent reader.

The aimed of teaching reading comprehension is improving students' reading ability to comprehend reading text. The teacher supported the students' to develop

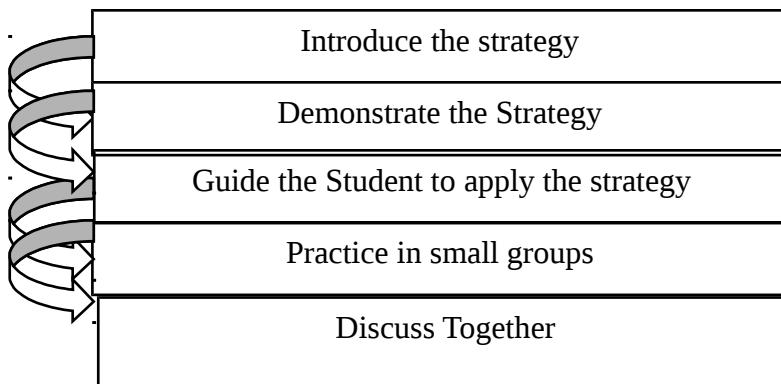
their skill reading comprehension be efficiently and effectively. But most of students felt that reading is very difficult work because they do not understand correctly how to comprehend a reading material. Comprehension is one of the most important elements to understand a reading text. It requires a finely tuned estimate of the parameters of the topic that the author had in mind as well as interpretation of the author intended about the topic.

However, based on the writer investigation, it was found out that students get various difficulties in reading. In this school, students given question by the teacher and they looked for the answers in the text, the students were still confused how to answer the question with correct grammatical forms. They couldn't grasp the main idea and answer the question correctly, because the teacher just asked them to read, translate the English text to Indonesian and then answer the question individually about the text without use the appropriate method, technique or strategy in teaching reading. This condition make them do not interest and get bored in comprehending the reading text.

In addition, based on observation in that school, the writer found that the students got low score in English. Many students did not have the passing grade, because the weakness of interpreted the text or question that given by the teacher. Therefore, to overcome problems above, the teacher should consider the most creative teaching to improve the students comprehension in reading the text. It is realized that it needs a strategy which can motivate the students to read.

To make reading more active process is very neccessary to find out an effective strategy in teaching reading comprehension in order to make the students achieve better understanding in reading text. One of the reading stragies which are used in this study is Question Answer Relationship strategy. Question Answer Relationship stratgey is a reading comprehension strategy develop to clarify how students approach the task of reading texts and answering questions. Fable is one of text that can improving the students reading comprehension ability because of fable is a short story that make morals point while at the same time entertaining the reader.

That's all the reason of writer decides to conduct a research that concern on Improving Reading Comprehension of Fable through Question Answer Relationship Stratgey of the Eight Grade Students of Tunas Pelita Binjai.



Picture 1. The step of teaching reading through QAR strategy :
Stated by Raphel(2006)

II. RESEARCH METHOD

The subject of this study was conducted of the eight grade students of SMP Tunas Pelita which was located in Jln. Perintis Kemerdekaan Binjai. The subjects of the study was the eight grade students of Tunas Pelita Binjai which consist of 20 students. Based on the writer observasion, the subjects in this class were still difficult to comprehend text especially in reading comprehension. The subjects ability in reading comprehension was poor, therefore, immediate improvement was really need.

Strategy of research design was in the form of classroom action research. This study

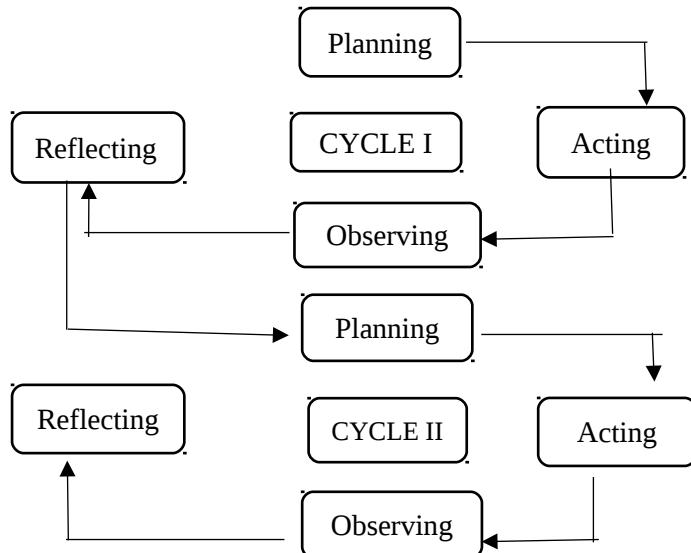
was intended to improve reading comprehension of the eight grade subjects of SMP Tunas Pelita Binjai through Question Answer Relationship Strategy. The classroom action research conducted with teaching question-answer-relationship consisted of planning, action, observation, and reflection.

Wallace (1998:18) says that classroom research is different from more the conventional types of research. Action research is an observation of an activity that is appears conciously in a class. It is a way of reflecting on the teaching that is done systematically collection data on everyday practice then analyzing it in order to some decissions about the future practice should be. This was the reason of term action was used

for method of this research. There are many possible reason of writer in conducting action research, they are :

1. To know more learners and what they find motivating and challenging.
2. To learn more about ourselves as teachers, how effective we are,

Classroom action research was applied in this study in order to see the improvement of students' achievement in reading comprehension through question answer relationship (QAR) strategy, this action research was applied in two cycles by implementing the four phases for each of action research cycles, namely planning, action, observation, and reflection.



Picture 2. The Procedure of Data Collection
(by Arikunto,2015)

To know the development of students' score of the score for each cycle. The mean of students was computed and categorized the master students, the percentage of students

how we look to ourselves of we are observing our own teaching.

3. To gauge the interest generated by certain topics, or judges the effectiveness of certain activity types.

who got up to 75 was calculated by using the following formula from Sudjana, Metode Statistika :

$$\bar{X} = \frac{\sum x}{N} \times 100\%$$

Where \bar{X} = the mean of students

$\sum x$ = the total score

N = the total number of students

To categorize the number master of students the writer used this following formula by Anas Sudjono :

$$p = \frac{R}{T} \times 100\%$$

Where :

P : The percentage of students who get the point 75

R : The number of students who get the point above 75

T : The total number of students who do the best.

III. DATA ANALYSIS AND DISCUSSION

The research was conducted by using several activities in order to get the data of English teaching and learning situation in the eighth grade students of SMP Tunas Pelita Binjai. To collect the data, the writer conducted The quantitative data was taken through reading test scores. The observation was done, to know the real situation of the English teaching and learning of reading at VIII of SMP Tunas Pelita Binjai.

This research was conducted in one class within two cycles which consisted of 20 students; 11 students were male and 9 students were female. In the conducting the research, some reading texts had been given as the student's test when the research done. The test was conducted to the student in four meetings of the cycle. Pre-test was given in the first meeting to know entry behaviour level of the students, post test I at the end of the cycle I in the last meeting was given to know how the QAR strategy helped the students in comprehending the reading text. The second cycle was conducted in four meetings including post test II to know the final score of the students. So, there were eight meetings altogether.

The quantitative data were taken from reading test score. The reading test was carried out within two cycles. It meant that there were three scores within two cycles and also including one Pre-test which was taken in the first meeting. The scores of the students showed the improvement continuously. The improvement the students' score in reading comprehension through Question Answer Relationship strategy can be seen in the following table:

Table 1. The students' score from pre-test, the post-test in cycle I, and cycle II

Students' Initial	Pre-Test	Post-Test	
		Cycle I	Cycle II
AR	75	70	80
AP	40	55	85
AN	75	80	95
EA	35	70	80
HSAR	75	80	80
IRA	55	60	75
IAM	40	75	85
IA	45	65	70
LAS	75	80	85
MRAP	40	80	90
NP	60	75	90
NA	75	80	95
NDS	80	90	95
PSJ	60	75	80
RAF	50	80	90
RA	40	75	90
SAW	50	65	80
YS	35	60	70
MQC	40	50	70
MAF	80	80	90
Total	$\sum x = 1125$	$\sum x = 1445$	$\sum x = 1675$
Mean	$\bar{x} = 56,25$	$\bar{x} = 72,25$	$\bar{x} = 83,75$

The students' score increased from the Pre-test to the second reading comprehension competence test in cycle II. The writer gave essay tests of reading comprehension at the end of each cycle. During the research, it was found out that the students' score in Post-Test I reading comprehension competence test of cycle I was higher than the pre-test and the Post-test II

reading comprehension competence test of cycle II was higher than the Post-test I reading comprehension test of cycle I.

The improvement of students' score kept growing from the Pre-Test until the Post-test II reading comprehension competence test of cycle II and it could be seen the following formula was applied:

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where : \bar{X} = the mean of students

$\sum x$ = the total score

N = the total number of students

In Pre-test, the total score of the students was 1125 and the number of the students was 20, so the mean was:

$$\bar{x} = \frac{1125}{20} \times 100\% = 56,25$$

In the Post-test I, the total score of the students was 1445 and the number of the students was 20, so the mean was :

$$\bar{x} = \frac{1445}{20} \times 100\% = 72,25$$

In the Post-test II, the total score of the students was 1675 and the number of the students was 20, so the mean was :

$$\bar{x} = \frac{1675}{20} \times 100\% = 83,75$$

The mean of the students' score in the Post-test II was the highest, so it could be said that the students' reading comprehension through Question Answer Relationship strategy increased from 56,25 to 83,75.

Table 2. The Students' score up to 75 points (KKM)

Test	Students who got 75 points	Percentage
Pre-Test	7	35%
Post-Test I	12	60%
Post-Test II	17	85%

The number of master students was calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = the percentage of students who get the point 75

R = the number of the students who get the point above 75

T = the total number of the students who do the test

The improvement of the students' reading comprehension was also shown in the percentage of the students who got point 75. This percentage was calculated by applying the following formula :

$$P = \frac{7}{20} \times 100\% = 35\%$$

$$P1 = \frac{12}{20} \times 100\% = 60\%$$

$$P2 = \frac{17}{20} \times 100\% = 85\%$$

The result showed the improvement of the students' score from the Pre-test to the Post-test. The Pre-test only 35% (seven students) who got 75 points. The Post-test I was 60% (twelve students) who got 75 points. It means there was improvement about 25%.

In Post test II 85% (seventeen students) who got 75 points. The improvement was 25%. It was only three students who did not get good point but their score improved from Pre-test to the Post-test II. It can be conclude that Question Answer Relationship Startegy could improve students' achievement in reading comprehension.

The Implementation of the Actions in the cycle 1, Planning : Before running cycle I, observation sheet had been well prepared to collect the data of the first cycle. Based on the result of pre-test, it is found that students' score was still low. To make improvement in their score, the used of Question Answer Relationship strategy were planned to help them in writing.

Action : After the plan was arranged, the writer applied what has been planned in the classroom. The first meeting, the writer give Pre-test to know students' basic skill in reading comprehension after that she reviewed the students whether they have learned about narrative text or not. Next meeting the writer explained about narrative text and started to introduce about Question Answer Relationship strategy.

Observation : The result of observation showed the teaching learning process ran quite well. The students paid full attention to the writer. They were also active during the discussion. Even though they got problem to comprehend the text because they did not know the meaning of some words but they showed their enthusiasm in studying narrative text.

Reflection : in cycle I Post-test, the students' total score was higher than the Pre-test. It showed improvement, but the students score improvement was still low. So, it was needed to do cycle II. The students need more explanation about narrative text. They also need reinforce in order to support them to get interest in reading.

The result of cycle I indicated that there was an improvement in the students' reading achievement in narrative text, but it did not improve significantly in cycle II.

Planning : in this cycle, the lesson plans all the instruments (reading assessment, observation sheet) were well prepared for running cycle II. The writer was planned to control the students more than the writer (as teacher) would move around to the class, giving motivation, giving more chance for inactive students to give his/her opinion. Asking all group to participate in the group presentation.

Action : in this cycle, before conduct the lesson, the writer (as teacher) motivated the students then explained about narrative text in more detail and introduced Question Answer Relationship strategy. At the end of the lesson, they were asked to analyze the text in group then answer the question of the text

by applying QAR strategy in the group, after that asked each group to presented their assignment. Next, in the last meeting before giving reading assessment III the writer motivated the students to give their best in the last assessment.

Observation : In the cycle II, the students were more active and serious during the lesson. The situation of the class during teaching learning process was better than in the first cycle. Not only they respond every question asked by the teacher but also they were not shy to retell their text in their own words and to ask some unclear question if there is something unclear anymore.

Reflection : Based on the reading assessment score and the observation result in cycle II, it was concluded that students' reading achievement had been improved. Most of students had been able to understand narrative text by applying QAR strategy. The situation during teaching-learning proces were conducive, lively, and active. The interaction between teacher and students were better than the first cycle. The percentage of students who had already achieved the standard score was ≥ 75 (20 students or 85%), it means that the goal of this study had been completed.

Based on the result of the research, it was found that there was an improvement of

Relationship strategy. It was proved by the data which showed that the mean of the students' score in reading test in cycle II

reading learning increased because they could understand the meaning of the test easily. They could relate their background knowledge with the text. They found that reading was not boring and hard.

These all the qualitative data were supported the research finding which based on the quantitative. All of the data indicated that the students gave good attitude and good response during the teaching learning process. Based on the result of the quantitative and qualitative data, it found that the application of Question Answer Relationship strategy had successfully improved the eighth grade students' reading comprehension of fable.

IV. CONCLUSION

The writer found that students' reading comprehension improved from the cycle I until cycle II. It is showed by the mean of the students' score of the Pre-test (56,25), reading test in cycle I (72,25), and reading test in cycle II (83,75). the students' score continuously improve in each reading test. It means that there is improvement toward

students' reading comprehension which was taught by applying Question Answer (83,75) was higher than the score of reading test in cycle I (72,25) and the score of in Pre-Test (56,25). The students' interest in students' achievement in reading comprehension through Question Answer Relationship strategy. The students also felt enjoyable and interested in reading through Question Answer Relationship strategy. Therefore, it can be concluded that Question Answer Relationship strategy significantly improve students' reading comprehension of fable.

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