PROMOTING STUDENTS’ READING COMPREHENSION USING QUESTION TO AUTHOR (QTA) TO THE ELEVENTH GRADE STUDENTS OF MA DARRUSSYFAAT

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Abstract: Many students struggle with reading, consequently parents and teachers should be aware of how their student or child is doing and to act immediately if they suspect a problem. Therefore, the objective of this study was to find out whether there was a significant difference in students’ reading achievement between the students who were taught using Question the Author (QtA) strategy and that of those who were not. The population was all of the eleventh grade students of MA Darussyafa’at Tugu Jaya in academic year of 2013/2014 with total number 40 students were taken as the samples. Based on the independent sample t-test, the value of t-obtained (2.171) was higher than the critical value of t-table (2.02) at the significant level of 0.05. It meant that students who were taught by using Question the Author (QtA) had progress in their achievement and that of those who were not. The result of this study was in line with the result of the study by Bilmeyer (2006) who states that Question the Author (QtA) keeps actively the reader’s mind, actively engaged during reading, helps teachers activate a learner’s prior knowledge concerning a topic or subject, and promotes research, active reading and inquisition.

Keywords: reading, Question to Author, achievement

Introduction

One of the skills that should be mastered by students is reading. Hill (2006:139) states that reading is the process of constructing meaning from print and from other symbol. It means that most of scientific books are printed in English and reading not only involves the print and the illustration but also brings to the process their knowledge of the world and past experience. Consequently, students should master reading skill so as to comprehend the information written in the text and share the information they get to the others.

However, many students struggle with reading. One estimate is that about 10 million children have difficulties to read. The good news is that 90 to 95 percent of reading impaired children can overcome their difficulties if they receive appropriate treatment at early ages (Drummond: 2013). Consequently, parents and teachers should be aware of how their student or child is doing and to act immediately if they suspect a problem. In other words, students’ problems in comprehending the text could be solved by teaching them using appropriate strategy.

Readers must intentionally and purposefully work to create meaning from text. In addition, Vaughn (2004:99) describes that reading comprehension includes applying one’s knowledge and experiences to the text, setting goals for reading, using strategies and skill to construct meaning during and after reading, adapting strategies, recognizing the author’s purpose, distinguishing between fact and opinion, and drawing logical conclusion.

One of the strategy that can be used is Question the author (QtA). It is one of the strategies that suitable for teaching reading comprehension. Vaughn (2004:105) says that Questions are window into students reading comprehension. The most effective practice teachers can develop is how to ask, extended, and teach students to generate question that teach and motivate understanding of text. On the other hand, this strategy helps students analyze what the author is saying, the students addresses clarity issues by asking author queries while reading. It can be concluded that questions are necessary for students in order to analyze the author sentences written in the text.

Based on the previous explanation, therefore, the purpose of this study was to investigate whether there was a significant difference in students’ reading achievement between the students who were taught using Question the Author (QtA) strategy and that of those who were.

Methods

The method applied in this study was quasi-experimental method. Therefore, pretest posttest nonrandomized control group was used as design of this study. Furthermore, the independent variable of this research was teaching reading comprehension in expository text using Question to Author (QtA) strategy and the dependent variables was students’ reading comprehension achievement.

The population of the study was all the eleventh grade students of MA Darussyafa’at Tugu Jaya in the academic year 2013/2014 with a total number of 40 students. Therefore, all the population was taken as the
samples which was called study population. The samples were XI.A 1 as the experimental group and XI.A 2 as the control group.

The data were obtained by written test in the form of multiple choice of reading comprehension test which consisted of seven expository texts and 50 questions in form of multiple choices. Before the test given to the students, the test had been tried out to non samples which had the same level in order to find out the validity and reliability of the test.

The validity of the test material was checked using content validity. The content validity of the test was checked using table specification of the test which can be seen in Appendix C. To check the readability of the text, Flesch-Kincaid was used to know how suitable the text for senior high school students. To measure the validity of the test, Index of difficulty (IDIF) was used. After the questions were tried out and then analyzed by using IDIF, it was found that 25 questions which were desirable were used as pretest and posttest.

Based on the calculation of the test using Kuder- Richardson 21 (KR21), it was found that the reliability of the test was 0.89. Therefore, the test was reliable because it was higher than 0.70.

Findings

Based on the independent samples t-test, the mean difference between experimental and control group was 12.25 at the significant level p<0.05 in two tailed testing with df= 38, t-obtained was 2.17, and the critical value of t-table was 2.02. Since t-obtained (2.17) was higher than t-table (2.02) and p value (0.036) was less than 0.05, it showed that null hypotheses (Ho) was rejected and alternative hypotheses (Ha) was accepted. It meant that there was a significant difference in students’ achievement between the students who were taught using Question the Author (QtA) and that of those who were not. In other words, Question the Author (QtA) could improve students’ reading achievement and was more effective to be used in teaching reading to the eleventh grade students of MA Darussya’at than the activities done in control group.

Discussion of the Findings

Based on the result of independent sample t-test in which the results of the posttests between the experimental and control groups were compared, it was found that t-obtained (2.17) was higher than t-table (2.02) and p value (0.036) was less than 0.05. It meant that null hypothesis (Ho) was rejected and alternative hypotheses (Ha) was accepted. In other words, there was a significant difference between the students who were taught using Question the Author (QtA) and that of those who were not. It could be concluded that Question the Author (QtA) strategy was effective to improve the eleventh grade students’ reading achievement of MA Darussya’at Tugu Jaya. The students who were taught using Question the Author (QtA) were more interested in reading, consequently, they had improvement in their reading achievement because they gave good response during the treatment. Using Question the Author (QtA), students knew how to ask, extend and generate question from the text they had read. In addition, students could analyze the author’s message and construct meaning of the text. Moreover, Question the Author (QtA) kept students’ mind actively and activated their prior knowledge in a topic or subject. Question the Author (QtA) could be applied by individual and group work with their classmates. Therefore, Question the Author (QtA) involved the teacher and the class in a collaborative process of building understanding in reading process. In addition, a text became an ally to the students, students referred back to the text to verify, argue, and interpret. During applying Question the Author (QtA), the students followed every step in learning process in every meetings. It made them be discipline in answering the questions, therefore, it made them trained in doing the task. In addition, the components of question the author (QtA) helped the students to construct meaning from the query such as what is the author trying to tell you, why is the author telling you that, is it said clearly, how might the author have written it more clearly, and what would you have wanted to say instead. In other words, Question the Author (QtA) reading strategy made the students’ becoming active readers and good interrogators.

Conclusions

Based on analysis of posttests score in the experimental and control groups, it was found that t-obtained (2.17) was higher than t-table (2.02) and p value (0.036) was less than 0.05. It meant that null hypothesis (Ho) was rejected and alternative hypotheses (Ha) was accepted. In other words, there was a significant difference between the students who were taught using Question the Author (QtA) and that of those who were not. It could be concluded that Question the Author (QtA) strategy was effective to improve the eleventh grade students’ reading achievement of MA Darussya’at Tugu Jaya. The students who were taught using Question the Author (QtA) had improvement because Question the Author (QtA) gave students guidance to find the key of the text, to ask, generate and extend the question, to see the message of the author in the text. In addition, Question the Author (QtA) could make students express their idea more easily because Question the Author (QtA) helped the students to construct meaning from the text.
Suggestions

For the teachers of English; they should use the variation teaching strategy as to enhance students’ reading mastery and one of the strategy can be used is Question the Author (QtA), increase the frequency and quality of the students’ reading activities not only in classroom but also outside the room by giving them some assignments, and do the action research in the classroom to find students’ problem in the class. It is hoped that the problem can be eliminated and the teacher can improve teaching strategies. For the students; they should prepare themselves before new material by studying at home, and practice continuously to read the text especially expository text in order to improve their reading skill. For the schools; they should provide the good facilities in teaching and learning process, and has additional various kinds of media in teaching such as picture, chart, graph and so on to make students easily read.

References


