

## READING COMPREHENSION TEACHING STRATEGY USING QUESTIONING THE AUTHOR (QTA)

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### ABSTRACT

The purpose of this study was to determine the effectiveness of teaching reading comprehension using the Questioning The Author (QTA) strategy. The method used in this research is pre-experimental method. The subjects of this study were all students of class X SMK Pertanian Negeri 2 Tugumulyo. The results showed that: (1) the student's scores in the pre-test were 57.96; (2) the student's post-test score was 75.93; (3) paired t-test was 5.17, higher than 1.69 out of 32 with a significant level of 95% as a one-way critical value. In conclusion, learning to read comprehension using the QTA strategy is significantly effective in class X students of SMK Pertanian Negeri 2 Tugumulyo in the 2018/2019 Academic Year.

Keywords: Pre-Experimental Research, Questioning The Author Strategy, Teaching Reading Comprehension

### INTRODUCTION

English becomes a key to get information. Information are written in English in the form of paragraph, texts, books and etc. By masterly English, people will comprehend the meaning of text easily. In addition, English is the language of science. Popular books are written in english. People read books which use English and they can open the window of the world. English is the language of the media. People can access information everywhere. So, People should master English.

According to Moreillon (2007), reading is as an active process that requires a great deal of practice and skill. The students should read actively to keep focus on the text to get the message and information from reading text. Improving the students reading skill is needed to practice more and more. By reading seriously, the students will be able to improve their reading comprehension. Reading needs process. Students should reading and find out main idea and massage from kinds of text they reading. Actually, it is not easy. Reading activity should be done continually. It means students can not stop reading because reading gives knowledge and information from words, phrases and paragraphs.

In addition, Reading is a process to get meaning from words, phrases, clauses, sentences and texts (Prasetyo & Abbas, 2017). Reading is one of crucial skills that should be mastered by the students in learning English. It will build communication between readers and writers in understanding printed or textual material. In conclusion, reading is not only the relationship between the text and the reader's background knowledge, but also the relationship between the author and the text.

In the context of reading process, it is normal when students have difficulties in getting the information from what they read. Therefore, in the English context. Students read whole the text, they should comprehend vocabularies, they should know kinds of text. The most important thing is they should be able to answer the questions about the text after read.

Based on the interview result between the writer and teacher of English at SMK Pertanian Negeri 2 Tugumulyo. There are some information which can be written by the writer in conducting this study during teaching reading comprehension process, the problems are: (1) the Tenth Grade students are difficult to understand the meaning of the text, they read the text but they did not know the purpose of the text; (2) students just read the text without comprehending generic structure and language feature of the text, then they do not know kinds of text they read; (3) students stopped reading when they get difficult vocabularies, they are too lazy to open dictionary; (4) the most ironic problem is when the teacher asks students to answer the questions about the text, students cheat with their friends to get the answer without reading the text.

From the information above, it is needed to apply a strategy in teaching reading comprehension. One of strategies can be applied is Questioning The Author (QTA), in order to help students to solve their reading comprehension problem. Based on a theory from Nunan (2003), Questioning The Author (QTA) is an excellent strategy for engaging students in meaningful cognitive and metacognitive interactions with text and for assisting students in the process of constructing meaning from text. This strategy is as an appropriate activity in a reading classroom, rather than having students read a text and giving some questions to test their reading comprehension. So, this strategy is a recommended strategy which can be applied by a teacher in teaching reading comprehension.

## RESEARCH METHOD

This research method is a pre-experimental method. Pre-experimental is an experimental study that is conducted without a control group. Another named pre-experimental method is the one group pretest-posttest. Research must clearly understand what compromises are in the internal validity of this study and proceed with these limitations.

The pre-experimental method was administered to one group of students. It means that this study does not compare the group which is not taught in teaching reading skill use Questioning The Author (QTA) strategy. So, the writer used one group pre-test and post-test design in this research. The design of the pre-experimental method is:

Table. 1  
One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

There are two variables in this study; they are independent variables and dependent variables. Independent variable proceeds in time and exerts influence on dependent variable, which in turn may change as it is affected by independent variables. It is the variable which is selected, manipulated and measure to determine the effect or independent. In this study, the independent variable is the question and answer method and the dependent variable is teaching reading.

More details on the process that will be passed at this stage can be seen in the following figure:

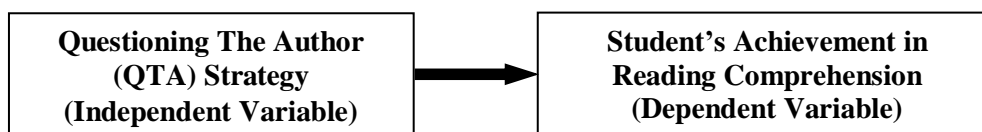


Figure. 1  
The Research Variables

Population is the large group to which one hopes to apply the results. The population in this study was all of the Tenth Grade students of SMK Pertanian Negeri 2 Tugumulyo in the Academic Year of 2018/2019. There were 130 students of Tenth Grade students as the population of this study. The table below briefly explains the populations of study.

Table. 2  
The Population of the Study Population and Sample

No	Classes	Total
1	X.1	32
2	X.2	33
3	X.3	30
4	X.4	35
Total number of Students		130

Sample is a selection taken from a large group (the population) that can be examined to find out something about the large group. Sample is a group of elements the writer uses cluster random sampling. Sample is a group in a research study on which information is obtained in selecting the sample, cluster random sampling technique is used. In order to get accurate data, the writer used cluster random sampling. The writer took one class of the Tenth Grade students of SMK Pertanian Negeri 2 Tugumulyo. The steps of taking sample being were cluster random sampling: (1) write the names of four classes in small piece of paper; (2) roll them; (3) put them in a glass; (4) take one of them randomly. The result was X.1 as sample group with 35 students.

#### **Technique for Collecting the Data**

To collect the data, the writer used a reading test which will be got by the writer through pre and post test as the techniques for collecting the data. This test was used to know the student's reading comprehension. A test is a method of measuring a person's ability, knowledge and performance in a given domain. The test was given twice. The first test was given before the students were taught (pre-test) and the second after they were taught (post-test). In this test, students are asked to choose the correct answer about reading comprehension.

#### **Technique for Analyzing the Data**

In analyzing the data obtained from the test, the writer applied three techniques. They were (1) individual score; (2) minimum mastery criteria; (3) normality; (4) paired t-test. The writer used the criteria of minimum for English (MMC) at SMK Pertanian

Negeri 2 Tugumulyo. The minimum mastery criteria for English (MMC) of SMK Pertanian negeri 2 is 75 for reading skill. To get the score was converted. The writer used minimum mastery criteria that can be seen in the following table. From minimum mastery criteria, it can be stated that the students is categorized into "passed" test mastery the material if their score is equal or higher than 75.

Table. 3  
The Conversion of KKM Range

KKM Range	The Qualification
0-74	Failed
75-100	Passed

The data normality becomes an assumption to get the hands of statistical in order to analysis the next the data. In statistics, normality test are used to determine whether a data set is well modeled by normal distribution or not, to compute how likely an underlying variable is to be normally distributed.

The normality of data was often tested in inferential statistics analysis for one or more sample in a group. In this sub chapter, the writer would like to show the students data of language anxiety and the student's data of reading achievement.

There are two form of t-test; they are t-test for independent means and t-test for correlate means. In this research, the writer used t-test for correlate is means. Next, the writer the students pre-test and post-test. Then, the writer compared the two means through t-test method. To find the calculation of SD (the standard error of differences) the writer firstly calculated SD.

## Accountability of Research

### Validity

Validity is the most important idea to consider in preparing or selecting an instrument. Validity is the correctness of the assessment. In this study, the writer applied content validity. Content validity is to the content and format of the instrument. Content validity concern with what go to the test. The writer make the items test which accordance with the purpose of the test that measure student's reading skill in comprehending the text or passage through Questioning The Author (QTA).

In addition, the writer used pearson product moment to now the empirical validity such as statistical.

Table. 4  
The Criterion of Empirical Validity

Score Range	Criterion
$r_{xy} \leq 0.00$	No Valid
$0.00 < r_{xy} \leq 0.20$	Too Poor
$0.20 < r_{xy} \leq 0.40$	Poor
$0.40 < r_{xy} \leq 0.60$	Enough
$0.60 < r_{xy} \leq 0.80$	Good
$0.80 < r_{xy} \leq 1.00$	Very Good

Based on the table 4, it was known that the item number 1, 3, 6, 7, 9, 10, 12, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 29 and 30 were medium validity. The item number 2, 4, 5, 8, 11, 13, 14, 16, 26 and 28 were invalid. The items were Invalid could not to use in the test. So, in this study 20 number of item were used.

Reliability refers to the consistency of the score to how the score is obtained for each individual from one instrument administration to another and from one set of items to another. In this investigation Kuder-Richardson reliability coefficient estimate the material consistency reliability. In statistical formula use as one estimate of the reliability of a test which is based on the number of item in the test, the mean score and its standard deviation. Before calculating test reliability, the standard deviation is determined. then the analysis is done by finding the standard deviation (SD).

**RESULT**

The finding in this study includes the students score in the pre-test and in the post-test. In this study, the writer distiction between student’s pre-test and post-test scores. It was found out the pre-test score was 57.96 and the post-test score was 75.93. The student’s scores in the pre-test and post-test are shown in the following chart below:

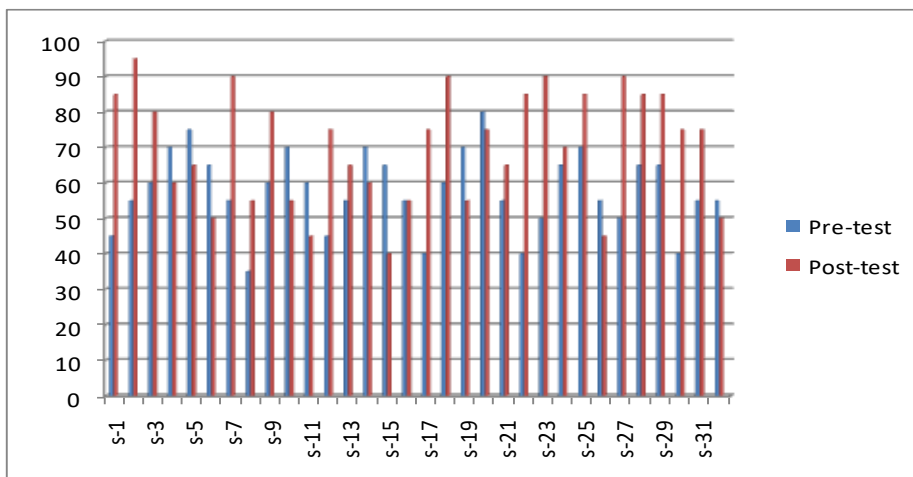


Chart. 1  
The Student’s Percentage Categories  
in Pre-Test and Post-Test

**The Student’s Score in the Pre-Test**

The aims of pre-test was to find out the student’s comprehension before the writer gave the treatment. In the treatment, the writer used Questioning The Author (QTA) Strategy to increase the comprehension of the students in reading comprehension. In the highest score was 80 which was reached by one student. And the lowest score was 35 which was reached by one student. In addition, the average score in the pre-test was 57.96. It’s means that the students were failed in the pre-test.

The percentage of the student’s qualification in the pre-test is shown in the following chart:

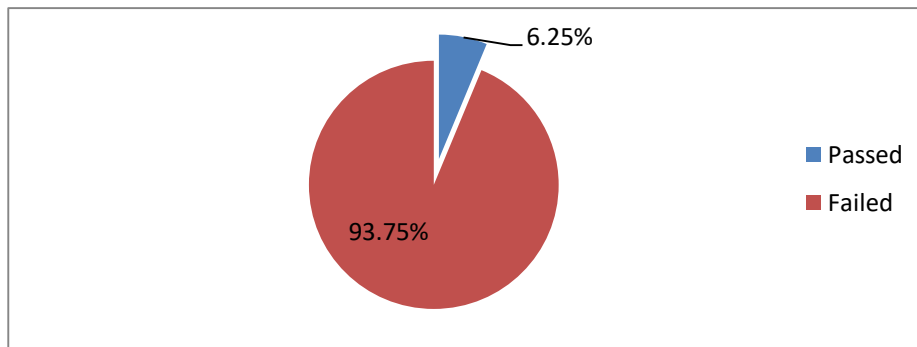


Chart. 2  
The Student's Categories in the Pre-Test

The pre-test has given before the treatment. The writer asked the students to answer the questions in multiple choice test in 60 minutes. The number of the students who were given the pre-test were 32 students. After the score had been tabulated, based on the students categories score the writer found 30 students (93.75%) were failed in the pre-test and only two students (6.25%) were passed in the pre-test. Based on the minimum mastery criteria, the writer found that there were 2 students who could passed the minimum mastery criteria and the students who scored below the minimum mastery criteria were 30 students.

### The Student's Score in the Post-Test

The percentage of the student's qualification in the post-test is shown in the following chart below:

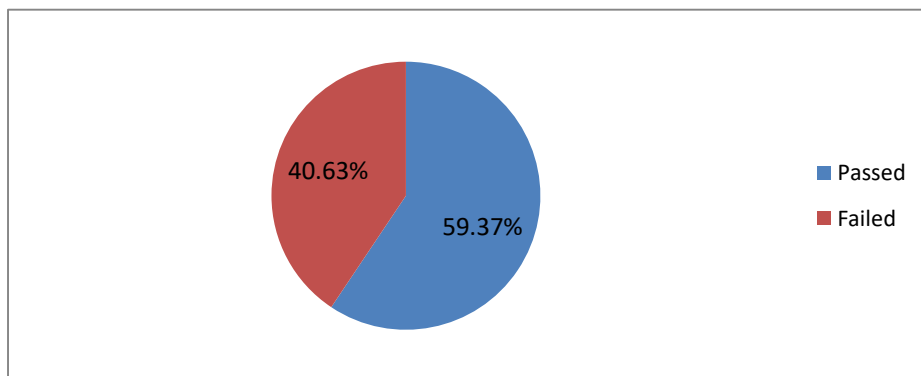


Chart. 3  
The Student's Categories in the Post-Test

The post-test has given after the treatment. Before giving the post-test the writer taught reading comprehension by using QTA strategy. In this study the test items in the post-test were the same item test in the pre-test that was 20 item tests in multiple choice form and allocated 60 minutes for the students to answer the questions. The number of the students were given the post-test were 32 students. It was same as the pre-test. After the scores were tabulated, based on the student's categories score the writer found 19 students or 59.37% were passed and 13 students or 40.63% were failed in the post-test.

Based on the minimum mastery criteria, the writer found that there were 13 students who could pass the minimum mastery criteria and the students who scored below the minimum mastery criteria were 19 students.

### **The Comparison Score between the Students Score in the Pre-Test and Post-Test**

The finding in this study includes the students score in the pre-test, the student's score in the post-test and the result of paired t-test calculation between the students score in pre-test and post-test. In this writer conducted distinction between student's pre-test and student's post-test scores. It was found out that the student's average score in the pre-test 57.96 and in the post-test the students average score made changes on their reading achievement, it was 75.93.

Table. 5  
Pre-test and Post-test

No	Kind of Tests	Result				
		Higher Score	Lowest Score	Mean	Category	
					Passed	Failed
1	Pre-Test	80	35	57.9	2 (6.25%)	30 (93.75%)
2	Post-Test	95	50	75.93	19 (59.37%)	13 (40.63%)

Besides that, the writer found the result of  $t_{obt}$  for the whole class were 1.697. Meanwhile, the critical value of 95% with df 31 (32-1) Significance level was 0.05. it means that, the null hypotheses was rejected and the alternative hypotheses was accepted. In order word, it was significantly effective to teach reading comprehension by using QTA strategy to the Tenth Grade students of SMK Pertanian Negeri 2 Tugumulyo.

Based on the student's score obtained between pre-test and post-test, the writer calculated the paired t-test to find out whether or not it was significantly effective to teach reading comprehension by using QTA strategy to the Tenth Grade students of SMK Pertanian Negeri 2 Tugumulyo.

### **The Result of the Paired T-Test Calculation**

The result of the test in this part includes the student's score in the pre-test, the student's scores in post-test and the result of paired t-test calculation. The chart shows the comparison between the student's score in the pre-test and those post-test.

Based on Chart 1 the comparison between pre-test and post-test above it was found that the student's average score in pre-test was 57.96 and the average score in the post-test was 75.93. Referring to those average score both in pre-test and post-test, it was found that the student's average score in the post-test was higher than the student's average score in the pre-test.

In the hypotheses was tested based on the empirical data. For the testing the hypothesis, the writer used t-test. Since the sample consist 32 students, for one-tailed test the degree of freedom is 31 (32-1). The t-critical value in the t-table is 1.697 with significance level of 95% (0.05). If the t-test is less than 1.697, the null hypothesis is accepted. On the other hand, if the result of the paired t-test is equals to or exceeds 1.697, the null hypotheses is rejected, the alternative hypotheses is accepted.

The result of matched t-test was 5.17. Meanwhile, the critical value or t-table was 1.697. It means that, the null hypothesis ( $H_0$ ) was rejected and automatically the alternative hypothesis ( $H_a$ ) was accepted. In other words, it was significantly effective to use QTA strategy to the Tenth Grade students of SMK Pertanian Negeri 2 Tugumulyo in the Academic Year 2018/2019.

## DISCUSSION

After getting the data from the test, the writer interpreted the result of data analysis. Based on the finding the writer interpreted that the student's achievement in reading comprehension increased. It could be seen from the difference between student's average score obtained in the pre-test and the post-test. In the pre-test, the student's average score was 57.96. Before the treatment was given the student's average score of reading comprehension was "Failed" based on the student's categories score. It means the ordinary method was used by the teacher did not give positive contribution to the student's achievement. Therefore, it was necessary for the writer to presents causes why the students could not pass the MMC (75) the following reasons show those factors.

First, the Tenth Grade students are difficult to understand the meaning of the text, they read the text but they did not know the purpose of the text. It means that the students did not know well the meaning of words that they learn. Second, students just read the text without comprehending generic structure and language feature of the text, then they do not know kinds of text they read. It means that the students did not read effectively the words of the text that have been taught by the teacher. Third, students stopped reading when they get difficult vocabularies, they are too lazy to open dictionary. It means that most of the students ever heard and get difficulties about the words but they were not sure about the spelling and it's written. Finally, the most ironic problem is when the teacher asks students to answer the questions about the text, students cheat with their friends to get the answer without read the text. In other words that was stated that students were not exposed so much on the comprehension that they learned. They were not trained extensively to use the words in a sentence.

On the contrary, after the teacher gave the treatment, the student's average score in the post-test increased into 75.93. The highest score in the pre-test was 80 and the lowest was 35. Meanwhile, the highest score in the post-test was 95 and the lowest was 40. So, it was obvious that in the post-test most of the students could make better achievement than in pre-test. Besides, there were significant differences in the result of student's score categories where in the pre-test After the score had been tabulated, based on the students categories score the writer found 30 students or (93.75%) were failed in the pre-test and only two students or (6.25%) were passed in the pre-test. In the post-test based on the student's categories score the writer found 19 students or 59.37% were passed and 13 students or 40.63% were failed in the post-test.

In the context of reading process, it is normal when students have difficulties in getting the information from what they read. Therefore, in the English context. Students read whole the text, they should comprehend vocabularies, they should know kinds of text. The most important thing is they should be able to answer the questions about the text after read. From the information above, it is needed to apply a strategy in teaching reading comprehension. One strategy that can be applied is Questioning The Author (QTA) to help students solve their reading comprehension problems. Then the authors compared the results of the paired-t test with previous related studies. They were the



similarities were the skill English (reading) use the text in QTA strategy and also both the strategies were effective in improving the student's reading comprehension. The result of paired t-test calculation shows the t-obtained was much higher than t-table. The t-obtained was 5.19 while the t-table was 1.697. It means the null hypothesis (Ho) was rejected and automatically and the alternative hypothesis (Ha) was accepted. So, it means it is significantly effective to teach reading comprehension by using QTA strategy to the Tenth Grade students of SMK Pertanian Negeri 2 Tugumulyo in Academic Year 2018/2019.

The QTA strategy was chosen as the object to be studied because this strategy has the advantage of exploring student's ideas. The QTA strategy also encourages students to be active and confident. Students become active and confident with discussion activities and retelling sessions. That way, students can understand the reading more deeply. In addition, the QTA strategy is a reading comprehension learning strategy that is suitable for all types of texts (Fetiningrum, 2014).

The QTA strategy developed by Isabel Beck, McKeown, Hamilton and Kucui in 1997 (Ruddell, 2005) developed the use of student's texts to create understanding. This strategy is based on the assumption that there is limited information conveyed by the author and the author's ability to convey that information. Based on these assumptions, students as readers and learners become more confident because they don't need to be afraid to comment about reading.

## CONCLUSION

Based on the score in the pre-test and post-test was found through the paired t-test, it was significantly effective to teach reading comprehension by using Questioning The Author (QTA) strategy to the Tenth Grade students of SMK Pertanian Negeri 2 Tugumulyo in Academic Year 2018/2019.

## SUGGESTION

It is expected that all teaching staff will be able to master various learning methods so that they can determine the types of methods that are most effective to use in improving the learning abilities of students.

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