

TEACHING READING FACTUAL REPORT THROUGH QAR STRATEGY TO SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study aims to observe the teaching reading factual report through QAR strategy for Senior High School students. The objectives of this study are 1. To describe the implementation of teaching reading factual report through QAR strategy. 2. To describe students' cognitive response in reading factual report through QAR strategy. This study used a qualitative method. The research data was taken from class XI students at SMK PGRI 2 Sidoarjo, in class XI RPL, amounting to 40 students. Data collection techniques used were observation checklists, field notes, interviews for the teacher, student task, and scoring rubric. From the results of observations, researchers revealed that the implementation of teaching reading factual report through QAR strategy teachers can easily convey material to students and teachers are very inspired by learning to reading factual report through QAR strategy to motivate students to more actively read and understand the types of questions in QAR strategy. For students' cognitive response in reading factual reports through QAR strategy, there are 77% who get a score of 5 out of 12 students who answer 4 types of questions get a score of 100, namely correct question and answer, correct grammar. Whereas 23% got a score of 4 out of 20 students who answered 4 types of questions got scores below 100 but not below KKM 70, that is correct question and answer, the grammar is not quite correct. For the question and answer is not quite correct, grammar is correct score 3, the question and answer is not quite correct, the grammar is not quite correct score 2, incorrect question and answer, incorrect grammar score 1, students results get 0%. Students can understand factual report, types of QAR strategy questions, and students easily create questions from factual report through QAR strategy that have been instructed by the teacher.

Keywords: *Teaching Reading, Factual Report, QAR Strategy.*

ABSTRAK

Penelitian ini bertujuan untuk mengamati pengajaran membaca laporan faktual melalui QAR strategi untuk siswa Sekolah Menengah Atas. Tujuan dari penelitian ini adalah: 1. Untuk mendeskripsikan penerapan dalam pengajaran membaca laporan faktual melalui QAR strategi. 2. Untuk mendeskripsikan respon kognitif siswa dalam pelaksanaan pengajaran membaca laporan faktual melalui QAR strategi. Penelitian ini menggunakan metode kualitatif. Data penelitian di ambil dari siswa kelas XI di SMK PGRI 2 Sidoarjo, di kelas XI RPL yang berjumlah 40 siswa. Teknik pengumpulan data yang digunakan adalah daftar periksa observasi, catatan observasi lapangan, wawancara kepada guru, tugas siswa dan penilaian rubrik. Dari hasil observasi peneliti mengungkapkan bahwa pelaksanaan pengajaran membaca laporan faktual melalui QAR strategi guru dapat dengan mudah menyampaikan materi kepada siswa dan guru sangat terinspirasi dengan belajar membaca laporan faktual melalui QAR strategi untuk memotivasi siswa agar lebih aktif membaca dan memahami jenis pertanyaan di dalam QAR strategi. Untuk respon kognitif siswa dalam membaca laporan faktual melalui QAR strategi, ada 77% yang mendapatkan skor 5 dari 12 siswa yang menjawab 4 jenis pertanyaan mendapatkan nilai 100 yaitu soal dan jawaban benar, tata bahasa benar. Sedangkan 23% mendapat skor 4 dari 20 siswa yang menjawab 4 jenis pertanyaan mendapatkan nilai di bawah 100 tetapi tidak di bawah KKM 70 yaitu soal dan jawaban benar, tata bahasanya cukup benar. Untuk soal dan jawaban cukup benar, tata bahasa benar skor 3, soal dan jawaban cukup benar, tata bahasa cukup benar skor 2, dan soal dan jawaban salah, tata bahasa salah skor 1 siswa mendapatkan hasil 0%. Siswa dapat memahami laporan faktual, jenis pertanyaan QAR strategi, dan siswa dengan mudah membuat pertanyaan dari laporan faktual melalui QAR strategi yang telah diinstruksikan oleh guru.

Kata Kunci : *Pengajaran Membaca, Laporan Faktual, QAR Strategi.*

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Introduction

Reading is considered to be an important skill that needs to be learned by the readers. Moreover, the reader is going to read the text based on their purposes and get the information they need from the text (Sari, 2016). Reading has an interest in reading that results from two different psychological schools: behaviorism and cognitivism. In this regard, reading relates to specific aspects, for example, (perception or cognitive), stages (initial or reading skills), or modes (oral or silent reading) (Ngabut, 2015). However, the teacher can improve his knowledge by using students' reading skill techniques to improve students' reading comprehension in learning English in each meeting and exam.

Reading is one of the English skills that must be learned and mastered at every level of education from Elementary school to Senior High School. According to the curriculum, students in Senior High School must master many types of texts consisting of twelve genres, such as narration, descriptive, report,

recount, discussion, explanation, hortatory, analytical exposition, news items, reviews, procedures, and spoof text. One of them is using text type factual reports. Factual Reports are news or cases that occur in a student environment that requires serious attention. Students will get some information from other sources, identify, share their arguments, ask questions, analyze problems through reading assignments. This will have a positive influence on their ability to think critically (Anwar, 2015).

In helping teachers guide all students to teach reading factual report, the teacher needs strategies, namely Question-Answer Relationship (QAR) strategy. Question-Answer-Relationship (QAR) is a strategy to give briefing students how way to deal with reading comprehension tests that are commonly encountered in class. (Raphael&Au, 2005) is asserted "the potential of QAR for helping teachers guide students to higher levels of literacy". Using the QAR strategy to "enhance understanding and tests in the classroom. QAR is

not based on a certain ideology (Raphael&Au, 2005) argues that, with professional development throughout the school, teachers will have general techniques that they can apply throughout the classroom to teaching basic reading areas and content. That will eventually to a higher level of literacy.

Therefore, the title of this study is "*Teaching Reading Factual Report Through QAR Strategy to Senior High School Students*" expected to naturalize or motivate teacher and students in teaching reading factual report through QAR strategy.

Research Method

According to (Aspers, 2019), qualitative research is multimethod that focused on the naturalistic subject matter and interpretive approaches. Qualitative research was studied things in settings interpreting phenomena, their nature, or trying to understand. The qualitative research involved the use and collection of various empirical material being studied - case studied, life stories, observational, interactional, introspective, historical, personal

experiences, interviews, and visuals that describe routine and problematic moments and meanings in individual lives.

Associated with the description above, qualitative research was used in this research because the real teacher activity in reading class was observed. The data of the study were collected using observation checklist, field note, and interview for teacher activity reading factual report through question-answer relationship (QAR) strategy. Furthermore, students' tasks, and scoring rubric for the students' cognitive response.

Finding and Discussion

Finding

The implementation of teaching reading factual report through QAR strategy to Senior High School

1. The First Observation

The first meeting was conducted on 24 February 2020. The time was 3 x 45 minutes. It began at 07.45 A.M. and finished at 09.45 A.M. The teacher namely mom Fitriah Agustini S.Pd, MM.Pd was ready to

explain factual report and QAR strategy it was conducted in XI RPL which consisted of 40 students in this class. It consisted of 38 male and 2 female students'. There were 9 students who were absent. In teaching there are three stages namely: pre-activities, while activities and post-activities. In pre-activities, the teacher and researcher want to enter the class, the teacher starts the class by greeting the students "Assalamu 'Alaikum Good Morning Students". After that, the teacher asks the student's condition "How are you today?" then the teacher invites the students to joke a bit so that the situation is thawed and students are not tense in starting the lesson. The teacher instructs the class leader to lead the prayer before starting the lesson. Then the teacher instructs students in class cleanliness. After that the teacher fills in the class agenda, validates students, and explains material competencies and learning objectives today. In the whilst activities, the teacher explains to students about the material competence and objectives of the

day, the teacher asks students to open the student textbooks and open the next chapter, Factual Report. The teacher instructs students to answer whatever names are in the pictures in the student textbook. The teacher asks students about the material to be discussed, which is a factual report. After the teacher asks students, the teacher explains what a factual report is, what the generic structure is, what are the language features and gives an example of a factual report text. After the teacher has finished explaining, the teacher instructs students about the pictures in the student textbook to categorize the images including animal, human or natural phenomena. Then the teacher instructs students to categorize the pictures, the teacher asks students to read and fill out the question sheets that researchers bring entitled "Moon". After the teacher explains to students what a QAR strategy is, what types of questions exist in QAR along with examples. In the post-activities, the teacher asks students whether they understand the material being taught now and the teacher instructs

students to make conclusions about the material learned today. After that the teachers and researchers thanked and said greetings "Assalam 'Alaikum".

2. The Second Observation

The second meeting was conducted on 02 of March 2020. The time was 3 x 45 minutes. It began at 07.45 A.M. and finished at 09.45 A.M. The teacher is ready to explain the QAR strategy and make groups that are carried out in XI RPL which consists of 40 students in this class. It consists of 38 male students and 2 female students'. There were 8 students who were absent. In teaching there are three stages namely: pre-activities, while activities and post-activities. In pre-activities, the teacher and researcher want to enter the class, the teacher starts the class by greeting the students "Assalamu 'Alaikum Good Morning Students". After that, the teacher asks the student's condition "How are you today?" then the teacher invites the students to joke a bit so that the situation is thawed and students are not tense in starting the lesson. The teacher instructs the class leader to

lead the prayer before starting the lesson. Then the teacher instructs students in class cleanliness. After that the teacher fills in the class agenda, validates students, and explains material competencies and learning objectives today. In the whilst activities, the teacher explains a little of the material discussed in the first week's meeting about factual reports and QAR strategies. Then the teacher instructs students to create groups. In class, there are 4 rows 1 row divided into 2 groups. Total groups there are 8. group 1 contains 4 or 5 students one bench 1 sheet. After completing the grouping, the teacher instructs students to look for factual report texts and make questions in the types of questions in the QAR strategy. After that the teacher gives feedback to students "we have finished learning about Factual Reports through QAR Strategy. You have done a good job today. Is there anyone you want to share what she / he learned today?". Then, students deduce what factual reports are through QAR strategies. In the post-activities, the teacher asks students "what are your impressions

and messages before the factual report material through the QAR strategy?". After that the teachers and researchers thanked and said greetings "Assalam 'Alaikum".

The students cognitive response in the implementation of teaching reading factual report through QAR strategy to Senior High School

This is a students scoring rubric table to assessment students' answers to the 4 questions the researcher gave to students.

Table 1. The table of assessment of the students cognitive response in the implementation of teaching reading factual report through QAR strategy

No	Criteria	Score
1.	Correct question and answer, correct grammar	5
2.	Correct question and answer, the grammar is not quite correct	4
3.	The question and answer is not quite	3

	correct, grammar is correct	
4.	The question and answer is not quite correct, the grammar is not quite correct	2
5.	Incorrect question and answer, incorrect grammar	1

Based on the results of the scoring rubric, the researcher uses the following formula:

Figure 1. Formula of Students' Cognitive Response

$$\begin{aligned}
 \text{Score Maximal} &= 4 (\text{question}) \times 5 = 20 \\
 \text{Score Obtained} &= \dots \\
 \text{Students Value} &= \frac{\text{Score Obtained}}{\text{Score Maximal}} \times 100 = \dots \\
 &= \frac{\dots}{20} \times 100 = \dots
 \end{aligned}$$

(Abidin, 2012)

This is the result of the scoring rubric table in reading factual report through QAR strategy from questions 1 until 4 that students get.

Table 2. The result of the students cognitive response in the implementation of teaching reading factual report through QAR strategy

Score	Criteria	Total
5	Correct question and answer, correct grammar	93
4	Correct question and answer, the grammar is not quite correct	35
3	The question and answer is not quite correct, grammar is correct	-
2	The question and answer is not quite correct, the grammar is not quite correct	-
1	Incorrect question and answer, incorrect grammar	-

Discussion

The implementation of teaching reading factual report through QAR strategy to Senior High School

Based on the implementation of teaching reading factual report through QAR strategy. The teacher explains to students in delivering material easily and the teacher is very inspired by learning to read

factual report through QAR strategy to motivate students to more actively read and understand the types of questions in the QAR strategy.

The result of interview for teacher The result of interviews for teachers with teaching reading factual report through QAR strategy, teachers can interact with students and can measure student responses about this material. But the teacher at the beginning when understanding the QAR strategy found a little difficulty, then the teacher after understanding how to apply the QAR strategy, the teacher can apply reading factual report through QAR strategy to students so that it will be easy for the teacher to be confident. The teacher will be easy to attract the attention of students and it will be easy to control the class of students in teaching reading so that students can actively read and find out from various questions in the QAR strategy.

From the discussion above, it can be concluded that the QAR strategy was successfully implemented by students in an understanding of the text. In addition, by applying the

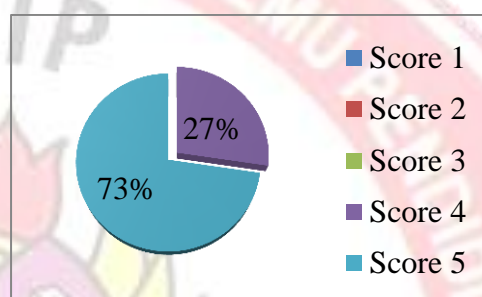
QAR strategy in reading students can understand the text well because the questions have represented the contents of the text itself.

The students cognitive response in the implementation of teaching reading factual report through QAR strategy

In the meeting of learning to reading factual report through QAR strategy, students are given a students task that contains 4 questions to describe the students cognitive response in the implementation of teaching reading factual report through QAR strategy. From the results of the assessment of the second meeting, students who attended were 32 students. In correct question and answer, correct grammar score of 5 students results got 73%. While correct question and answer, the grammar is not quite correct score of 4 students results get 27%. The question and answer is not quite correct, grammar is correct score 3, the question and answer is not quite correct, the grammar is not quite correct score 2 and incorrect question and answer, incorrect

grammar score 1 student results get 0%. Students who get 100 marks are 12 students. While 20 students get grades below 100 but not below KKM 70.

Figure 2. Scoring Rubric Question-Answer Relationship (QAR) Strategy



From the discussion above, students easily create questions from factual report through QAR strategy that has been instructed by the teacher.

Conclusion

The conclusion of the implementation of teaching reading factual report through QAR strategy is the teacher can easily present material to students. Teachers are very inspired by learning to reading factual report through QAR strategy to motivate students to more actively read and understand the types of questions in QAR strategy.

Furthermore, the teacher's success in the practice of the teaching reading factual report through QAR strategy is very well and students could understand what the teacher explains.

The conclusion of the students cognitive response in the implementation of teaching reading factual report through QAR strategy based on the scoring rubric, there are 73% of students who get a score of 5 namely correct question and answer, correct grammar which means students understand factual report material through QAR strategy. Students who get a score of 5 there are 12 students who answer 4 types of questions get a value of 100. While 27% of students get a score of 4 that is correct question and answer, the grammar is not quite correct which means students answer correctly but the grammar is not right. Students who get a score of 4 there are 20 students who answer 4 types of questions get a value under 100 but not below KKM 70. The question and answer is not quite correct, grammar is correct score 3,

the question and answer is not quite correct, the grammar is not quite correct score 2 and incorrect question and answer, incorrect grammar score 1 student results get 0%. Furthermore, the students' success in understanding the reading factual report through QAR strategy is very well and happy.

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