THE COMPARISON OF READING COMPREHENSION IN NARRATIVE TEXT THROUGH PSRA AND QAR STRATEGIES

Marliani Pironika, Yeni Anggeriani, Sri Hayati
SMA Negeri 1 Muara Payang, SMA Negeri 1 Muaradua Kisam, SMA Purwodadi
(marlianipironika@gmail.com, anggerianiyeni@gmail.com, srihayati1389@gmail.com)

ABSTRACT: The study's objectives were to determine: (1) whether or not there was any significant achievement on students' reading comprehension between students who were taught by PSRA Strategy, (2) whether or not there was any significant achievement on students' reading comprehension who were taught by QAR Strategy, and (3) whether or not there was any significant difference in students' reading comprehension achievement between students who were taught by PSRA and QAR Strategy. The population consisted of all tenth-grade students at SMA Negeri 1 Muara Payang in the academic year 2021/2022. The samples involved two groups, selected using purposive sampling, consisting of 32 students for each group. This study used a quasi-experimental design The test as data collection was given as pre-test and post-test. The findings revealed that both PSRA and QAR strategy had a significant impact on students' reading achievement in each class. Based on the data, the students' mean post-test score in the experimental group who were taught using the PSRA was 84.63 and the students' mean post-test score in the control group who were taught using the QAR was 79.70. Based on the independent sample t-test analysis, the t-obtained (3.216) was found to be greater than the t-table (1.671), indicating that there was a significant difference in students' reading comprehension achievement between those taught utilizing PSRA Strategy and those taught utilizing QAR Strategy.

Keywords*: reading comprehension, narrative text, PSRA strategy, QAR strategy.*

PERBANDINGAN PEMAHAMAN BACAAN DALAM TEKS NARATIF MELALUI STRATEGI PSRA DAN QAR

ABSTRAK: Tujuan penelitian ini untuk menentukan: (1) apakah ada prestasi yang signifikan pada pemahaman bacaan siswa antara siswa yang diajar oleh Strategi PSRA, (2) apakah ada prestasi signifikan pada pemahaman bacaan siswa yang diajarkan oleh Strategi QAR atau tidak, dan (3) apakah ada perbedaan yang signifikan dalam pencapaian pemahaman bacaan siswa antara siswa yang diajar Strategi PSRA dan QAR. Populasi terdiri dari seluruh siswa kelas sepuluh SMA Negeri 1 Muara Payang tahun ajaran 2021/2022. Sampel dipilih dengan Teknik purposive sampling yang melibatkan 2 kelompok. Penelitian ini menggunakan kuasi-eksperimental. Tes diberikan sebagai pretes dan postes untuk mengumpulkan data. Temuan strategi PSRA maupun QAR memiliki dampak yang signifikan terhadap prestasi membaca siswa di setiap kelas. Berdasarkan data tersebut, rata-rata nilai pasca tes siswa kelompok eksperimen menggunakan Strategi PSRA adalah 84,63 dan nilai rata-rata pasca tes siswa kelompok kontrol menggunakan Strategi QAR adalah 79,70. Berdasarkan analisis uji-t sampel independen, t-obtained (3.216) ditemukan lebih besar dari tabel-t (1.671). Hal ini mengindikasikan bahwa terdapat perbedaan yang signifikan dalam capaian pemahaman bacaan siswa antara yang diajarkan dengan menggunakan PSRA dengan yang diajarkan dengan menggunakan QAR.

Kata Kunci *: pemahaman bacaan, teks naratif, PSRA strategy, QAR strategy.*

INTRODUCTION

Reading is one way for students to gain knowledge and experience. If people say that a book is the window to the world, we can say that reading is the eye of the world because it allows us to identify things. Sari (2020) affirms that reading is a crucial activity for English Foreign Language classroom. Because reading helps the language learners to acquire language general abilities, such as building learner's vocabulary, improving both learner's writing and speaking skill, and facilitating learners to language knowledge acquisition. Furthermore, Vaughn and Thompson (2004) stated that reading is an active process that involves the reader in ongoing interaction with the text. Furthermore, reading necessitates constant guessing, predicting, checking, and comprehension. Reading is also important and necessary for students because the majority of their academic success is dependent on their ability to read. If their reading ability is poor, they are very likely to fail or struggle to make progress in their studies. On the other hand, if they have a strong reading ability, they will have a better chance of succeeding in their studies. Students in this global era are aware that the education community emphasizes the importance of reading comprehension, but they do not always realize how important reading is.

According to Dewey (2002), comprehension is the "heart and soul" of reading. Understanding the author's message is more important than learning to translate letters into words. This goal is related to the students' need to face the era of globalization and information. Students must use reading skills in almost every subject they study and in almost every aspect of their lives. For example, students must comprehend difficult science textbooks as well as directions and word problems on text. Reading comprehension should be mastered by high school students, as the government has included English as one of the subjects tested in national examinations.

According to observations, the English teacher at SMA Negeri 1 Muara Payang typically explained all materials to the students, including reading, speaking, writing, and listening. The teacher explained the materials or transferred the knowledge during the teaching and learning process, and the students simply received the materials without exploring their knowledge. At the time, the students were deafeningly quiet. The teacher then assigned the tasks to the students. The teacher, on the other hand, used the traditional method. This method was ineffective for the students, particularly in the reading section, because the students became passive in the teaching and learning process and were unable to express their opinions, ideas, and so on. During the learning process, the students were easily bored. As a result, students were often bored with reading because they always did the same thing.

Another fact was that the students' reading scores were low. Examination results demonstrate this. They received a score less than the minimum (KKM) of 75. Only a few students received high marks. This condition was brought about by students who did not understand the passage. Furthermore, Brashdi (2002) stated that unknown words, keeping the meaning in mind, and the lack of illustration are some factors that contribute to EFL students' poor reading comprehension.

In order to help students, improve their reading comprehension achievement, the writers used the strategy described above. The authors used two strategies to avoid subjectivity and limit the tendency of research results. PSRA strategy is one of the options. PSRA is an important strategy for reading comprehension because it teaches you how to approach a passage in an organized manner (Lougheed, 2003). Another method is

the QAR strategy. It denotes a question-and-answer relationship. QAR is a strategy for assessing students' reading comprehension after they have read. QAR teaches students how to recognize the types of questions they are asked and where to find the answers. Mayasari (2014) proposed a QAR strategy to aid readers in comprehension to strengthen this strategy. It means that it is thought to aid students in answering questions about their reading.

The Concept of Reading Comprehension

The process of extracting meaning from a text is known as reading comprehension (Wagner, 2011). The goal is thus to gain a comprehensive understanding of what is described in the text rather than to derive meaning from isolated words or sentences. Students must be able to understand what they read, which includes the process of constructing grammatical structures, vocabulary, and meaning. According to Harmer (2001), reading for detailed comprehension, whether for detail information or language, must be viewed by students as something very different from the reading skill mentioned above. Furthermore, reading is one of the four skills, as well as a component of communication, according to Tampubolon (2008). Reading cannot be separated from comprehension because comprehension is the primary goal of reading. As a result, in order to comprehend the reading text, readers must be able to integrate information from the text with what they already know by committing their background, experiences, and emotions to comprehension.

The Concept of Narrative Text

A narrative text is a text that contains information about a story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plots consist of the story's climax (complication) followed by the resolution. Narrative text is used to entertain people by telling a story or an account sequence of events. When students tell a friend about something interesting that happened in the past, they use narrative text. According to Rebecca (2003), a narrative text is a text that relates a series of logically and chronologically related events that are caused or experienced by factors. She also claims that understanding a narrative requires a sense of plot, theme, characters, and events, as well as how they relate to one another. Furthermore, Anderson and Anderson (2003) define a narrative as a text that tells a story while entertaining the audience. As a social function, narrative serves to amuse, entertain, and deal with problematic events that lead to a crisis or turning point of some kind, which is then resolved.

The Concept of PSRA Strategy

According to Lougheed (2007), learning to approach a passage in an organized manner is an important strategy for reading comprehension. Make a prediction about the passage first, then scan it, read it, and finally answer the questions. In teaching and learning activities, there are short explanations of prediction, scan, read, and answer.

a) Prediction
   Before reading one of the reading passages, students should first read the question's introduction line. The prediction step requires students to examine the introduction line, as well as the questions and answers.

b) Scan

When students scan the message, they search for key words. Students may not find the exact words, but they may come across words with similar meanings.

c) Read

The students quickly but carefully read the passage. If the students do not know the words, continue, and confirm their prediction.

d) Answer

Students complete the questions on the answer sheet before moving on to the easier questions. If the students do not know the answer, reread the passage, looking for key words and reading a portion of it. If the students are still unsure, make some educated guesses at the end.

The Concept of QAR Strategy

QAR is a reading comprehension strategy designed to help students understand how to read texts and answer questions (Wagner, 2011). Furthermore, Mashur (2015) stated that the QAR strategy makes students more comfortable reading everything because students have more freedom to explore or develop their abilities. Raphael and Au (2005), on the other hand, stated that QAR is useful for assisting teachers in guiding all students to higher levels of literacy. QAR is a strategy used after students have finished reading. QAR teaches students how to identify the types of questions they are being asked and where to find the answers.

Students in QAR categorize comprehension questions based on where they obtained the information needed to answer each question. According to Bagget (2006), using the QAR strategy will allow students to understand how questions can be divided into two categories, which will aid them in solving the problem in the text. Students are asked to indicate whether the information they use to answer questions about the text is explicit (information implied in the text) or entirely from the student's own background knowledge.

METHODOLOGY

The researchers used one of the quasi-experiment designs in this study, the non-equivalent control group design. The experimental and control groups were both given a pre-test and a post-test as part of the design. Based on the basic research method described above, the authors classified the study into two groups: experimental and control. Both groups would be taught in a different way. The experimental group was taught using the PSRA strategy, while the control group was taught using the QAR strategy.

The population is a group of general individuals with specific characteristics that the researchers would like to use in their research (Wallen and Fraenkel, 2005). Furthermore, McMillan (2001) stated that a population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intended to generalize the research results. This study's population consisted of all tenth-grade students at SMA Negeri 1 Muara Payang in the academic year 2021/2022. This school had three classes of tenth grade students, for a total of 94 students in this study.

A sample is a group of elements or a single element from which data is obtained (McMillan, 2001). The researchers used cluster sampling in this study. The researcher selected the Experiment and Control groups by flipping a coin. It showed a picture for the

experimental group and a number for the control group. As a result, the writer selects X1 as the experimental group and X3 as the control group. Some criteria were considered when selecting the sample. To begin, all students are taught by the same English teacher. Second, the students' levels of competence should be the same.

The researchers collect data through a written test. The test was used because it was thought to be the most reliable way to obtain information. There would be two types of tests to assess students' reading comprehension achievement: pre-test and post-test. The pre-test was administered prior to treatment, and the post-test was administered following treatment. Both pre-test and post-test were administered to the experimental and control groups. The writers gathered data by administering a reading comprehension test. The writers then assessed the students' reading abilities by having them read to the texts and answer comprehension questions based on the text they had just read.

The Paired Sample T-test was used in this study to distinguish the average reading text scores obtained by the experimental group students in the pre-test from the average reading text scores obtained in the post-test. It was also done in the same way for the control group, and the writer used SPSS 20 to measure the results. The researchers used the paired sample t-test to compare the progress shown by the experimental and control groups' pre-test and post-test scores. The writers then compared the t-values obtained by two groups to determine which group made more progress. The group with the highest t-value made the most progress.

The researchers used an independent samples t-test in this study to compare the more significant effective on students' reading comprehension achievement between students taught with the PSRA strategy and students taught with the QAR strategy. The above tests were calculated using SPSS 20.

FINDINGS AND DISCUSSION

In this study, three statistical analyses were performed: (1) a paired sample t-test statistical analysis on the experimental group, (2) a paired sample t-test statistical analysis on the control group, and (3) a difference analysis of the post-test results in the experimental and control groups using an independent sample t-test.

1. The Statistical Analysis in the Experimental Group by Using Paired   Sample t-Test

To determine whether the PSRA strategy could improve students' reading comprehension achievement, the Paired sample t-test was used. Table 1 shows the outcome of the paired samples t-test in the experimental group:

Table 1. The Result of Paired Sample T-Test in Experimental Group

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE_TEST - POST_TEST	36.733	9.165	1.673	40.156	33.311	21.953	29	.000

The results showed that the experimental group's mean difference between pre and posttest was 36.733. The standard deviation was 9.165, with a mean error of 1.673. The obtained t-value (21.953) was significant at 0.05 (two tailed), with 29 degrees of freedom (df) and 1.699 as the critical value of t-table. Because 0.000 (significance 2-tailed) was less than alpha value 0.05. The PSRA strategy taught in the experimental group was found to be effective in improving students' reading comprehension achievement.

2.   The Statistical Analysis in the Control Group by Using Paired Sample t-Test

Table 2. The Result of Paired Sample T-Test in Control Group

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	PRE_TEST - POST_TEST	38.300	10.178	1.858	42.101	34.499	20.610	29	.000

The results showed that the experimental group's mean difference between pre and posttest was 38.300. The standard deviation was 10.178, with a mean error of 1.858. The obtained t-value (20.610) was then significant at 0.05 (two tailed), with 29 degrees of freedom (df) and 1.699 as the critical value of t-table. Because 0.000 (significance 2-tailed) was less than alpha value 0.05. The QAR strategy taught in the control group was found to be effective in improving students' reading comprehension achievement.

3.   The Difference Analysis of the Post-Test Result Using Independent Sample t-Test

Table 3. The Result of Independent Samples T-Test in Experimental and Control Group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
POST_TEST	Equal variances assumed	.666	.418	3.216	58	.002	4.933	1.534	1.863	8.004
	Equal variances not assumed			3.216	56.628	.002	4.933	1.534	1.861	8.006

The obtained t-value was 3.216 at the significance level of 0.05 (2-tailed), with 58 degrees of freedom (df) and a critical value of t-table of 1.671. Because 0.418 (sig. 2-

tailed) was greater than the alpha value of 0.05. Because t-obtained (3.216) was greater than t-table (1.671), there was no significant difference in reading comprehension between students taught using the PSRA strategy and students taught using the QAR strategy.

DISCUSSION

Based on the findings of the data analysis, it is possible to conclude that the QAR and PSRA strategies were effective in improving students' reading comprehension. The experimental group's average pre-test score was 47.90, while the students' average post-test score was 84.63. The value of t-obtained (21.953) at the significance value 0.05 (2-tailed) with degree of freedom (df) of 30 was obtained from the paired sample t-test, and the critical value of t-table was 1.699. Because t-obtained21.953 was greater than t-table1.699. It means that there was a significant improvement in the reading comprehension of students who were taught using the PSRA strategy.

The average pre-test score in the control group was 41.40, while the average pot-test score in the students was 79.70. The value of t-obtained (3.216) at the significance value 0.05 (2-tailed) with degree of freedom (df) of 30 was obtained from the paired sample t-test, and the critical value of t-table was 1.699. Because t-obtained3.126 was greater than t-table1.699. It means that students who were taught using the QAR strategy achieved a significant improvement in their reading comprehension. It is assumed that the QAR strategy improved students' reading comprehension achievement. It can be concluded that the PSRA and QAR strategies were highly effective in improving students' reading comprehension achievement.

The results of the independent sample t-test show that t-obtained (3.216) was greater than t-table (1.671). It was concluded that there was no significant difference in students' reading comprehension achievement between students who were taught using the PSRA strategy and students who were taught using the QAR strategy to tenth-grade students at SMA Negeri 1 Muara Payang. After the writers completed the treatment, the students who were taught using the PSRA strategy, as well as those who were taught using the QAR strategy, received advanced post-test scores.

CONCLUSIONS

Based on the study's findings and interpretation, it is possible to conclude that: (1) there was no significant difference in students' reading comprehension achievement who were taught using the PSRA strategy. It is assumed that the PSRA strategy was effective in improving students' reading comprehension achievement, and (2) there was any significant difference in students' reading comprehension achievement who were taught using the QAR strategy. It is concluded that the QAR strategy was effective in improving students' reading comprehension achievement. It can be demonstrated that the results of the pre-test and post-test made progress in improving the students' reading comprehension achievement using the PSRA strategy and the QAR strategy. It means that the PSRA strategy and the QAR strategy were effective in improving students' reading comprehension, and (3) based on statistical data analysis, there was no significant difference in students' reading comprehension achievement between students taught with the PSRA strategy and students taught with the QAR strategy. It is clear that t- obtained (3.216) was greater than t- table (1.671). It was decided that alternative Hypothesis (Ha) should be accepted and null Hypothesis (Ho) should be rejected.

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