

THE INFLUENCE OF QUESTIONING THE AUTHOR (QTA) STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION
IN RECOUNT TEXT

Rizki Anatika Sari¹, Febriyantina Istiara², Tommy Hastomo³

^{1,2,3}English Education, STKIP PGRI Bandar Lampung, Indonesia

¹Rizkyanatika14@gmail.com, ²istiarafabri02@gmail.com, ³tommyhastomo.mpd@gmail.com

Abstract: This research aimed to know the influence of Questioning the Author (QTA) Strategy towards students' reading comprehension. This technique helped the students comprehend the text by pausing reading, then clarify it to the teacher. The objective of the research was to figure out the question author strategy can influence the students' reading comprehension to be better. The writer used experimental method for the methodology of this research. There were 48 students as the population. In this research the writer used experimental method. The population was 48 students in 2 classes. The sample was taken by using Cluster Random Sampling Technique. The writer took all of the classes as the sample of research namely experimental and control class. The main technique in measuring students' reading ability was multiple choice which consisted of 40 items test. In calculating the data analysis, the writer used *t*-test formula. Based on the data analysis, the writer got the result that H_a was accepted. It was obtained that $t_{test} = 4.45$, t_{table} for $\alpha = 0.05$ was 1.68 and for $\alpha = 0.01$ was 2.42 ($4.45 > 1.68 < 2.42$). So, H_a was accepted. It meant that there was a good influence of using Question the Author (QTA) Strategy to the students' skill in reading comprehension, especially in learning recount text at the tenth class of SMKN 8 Bandar Lampung in 2021/2022. Based on the result of the research, it is clear that Questioning the Author (QTA) Strategy can be used to influence the students' reading comprehension.

Keywords: Reading Comprehension, Questioning the Author (QTA) Strategy

INTRODUCTION

Reading is the process to make interaction between the reader and the text. It is the activity which means not only "read" but tries to do the interaction with the text. The interaction involves identifying the word meaning, sentence meaning, paragraph meaning, and combining them into main idea. The readers can get the

meaning through the written symbol and process them into their mind. When the readers tried to do these activity, it means that they do the activity of reading comprehension.

Reading comprehension aims to organize the purposes by using the readers' mind and their feeling to understand the text. The understanding can be used both for

explicit and implicit information that stated in the text. The students must be able to identify specific information in the text such as to understand main idea, detail information, etc. The teacher need to use an effective strategy to make the students able to get the meaning of the text or to increase their ability of reading comprehension.

Based on preliminary research at the tenth class of SMKN 8 Bandar Lampung, the writer found that the students have lack of reading comprehension skill, especially to answer the question in a reading text correctly, and the students have difficulties to correlate the meaning from one sentence to the other sentences. These problems were told by the teacher at the tenth class through the interview with the writer. The writer asked the teacher about the teaching and learning process of reading comprehension in the classroom. The teacher mentioned those two main problems of reading comprehension. Therefore, the writer wants to give solution for these problems by conducting a research and applying an appropriate strategy in the reading lesson namely questioning the author (QTA) strategy.

Questioning the author (QTA) is a strategy where the students must be able to ask questions or their difficulties in reading in order to make better comprehension. This startegy is helpful for the students who have lack of reading comprehension because by questioning what the author trying to say in a text, the readers can be more understand about the content of the text. The students are asked to read the text aloud, then the teacher pause them to question at the place marked during preparation.

In this research, the writer used questioning the author (QTA) strategy for teaching reading comprehension, especially in recount text. Recount text is a text that retell the past experience or past event. This text has function to give information and entertain the readers.

Generally, recount text is devided into two types namely personal and factual recount. Personal recount is a text that tells personal experience of the author, such as watching movie, fishing in the river, etc. Factual recount is also a recount text but more formal than personal, it is about retelling the event or experience that happened real in life, such as the experience of a science, car accident, etc.

The writer believed that the use of questioning the author (QTA) can be effective for influencing the students' reading comprehension skill in recount text to be better because this strategy is appropriate with students' problems at the tenth class of SMKN 8 Bandar Lampung where they have difficulties to answer the question of the text correctly. By providing step-by-step questions, the students can comprehend the text well.

Based on the background of problems above, the writer interested to conduct a research entitled "The Influence of Questioning the Author (QTA) Strategy towards Students' Reading Comprehension in Recount Text at the Tenth Class of SMKN 8 Bandar Lampung in 2021/2022".

METHOD OF THE RESEARCH

In this research, the writer used the quantitative research. Quantitative research is research which variable are manipulated to test hypotheses and which there is usually quantification of data and numerical analyses. The writer used quasi- experimental design to investigated the students' reading comprehension. Quasi experimental research is a type of experimental research but without random assignment of individuals. Quasi experimental is used to know whether there is influence of using Questioning the Author (QTA) Strategy towards students Reading Comprehension. The writer took two classes to be investigated, the first class was the experimental class and the second was the control class. In this case,

the writer wanted to know the influence of using Questioning the Author (QTA) Strategy towards students reading comprehension.

RESULT AND DISCUSSION

The result students' reading test in experimental class which is taught by using comic strips was higher than with the result students' reading test of control class which is taught by using Direct Instruction. The normality data in the experimental and control class are compared by using SPSS and the description of the students' scores as follows:

1. Result

A. Pre-Test of Experimental Class

The writer gave pretest both in experimental and control class. Based on the data computation of descriptive analysis by using SPSS. In pre-test data of experimental class, the score was 40 up to 70 while in control class the score was 35 up to 65. The mean score of pre-test in experimental class was 53.15 while in control class obtained 48.97. The result of SPSS output for pretest experimental and control class were as follows:

Pre-test Experimental Class		
N	Valid	34
	Missing	0
Mean		53.15
Std. Error of Mean		1.207
Median		55.00
Mode		55
Std. Deviation		7.037
Variance		49.523
Range		30
Minimum		40
Maximum		70
Sum		1807

Pre-test Control Class		
N	Valid	34
	Missing	0

Mean	48.97
Std. Error of Mean	1.355
Median	50.00
Mode	50
Std. Deviation	7.899
Variance	62.393
Range	30
Minimum	35
Maximum	65
Sum	1665

B. Post-test of Control Class

The writer gave posttest both in experimental and control class. Based on the data computation of descriptive analysis by using SPSS. In post-test data of experimental class, the score was 60 up to 90 while in control class the score was 53 up to 83. The mean score of post-test in experimental class was 75.41 while in control class obtained 68.76. The result of SPSS output for posttest experimental and control class were as follows:

Post-test Experimental Class		
N	Valid	34
	Missing	0
Mean		75.41
Std. Error of Mean		1.222
Median		75.00
Mode		75
Std. Deviation		7.127
Variance		50.795
Range		30
Minimum		60
Maximum		90
Sum		2564

Post-test Control Class		
N	Valid	34
	Missing	0
Mean		68.76
Std. Error of Mean		1.157
Median		70.00
Mode		70

Std. Deviation	6.747
Variance	45.519
Range	30
Minimum	53
Maximum	83
Sum	2338

C. Data Normality Test

Based on the result of normality test, it can be seen that Pvalue (Sig.) for pre-test experimental class was 0.198, post-test experimental class was 0.473, pre-test control class was 0.177 and Pvalue (Sig.) for post-test control class was 0.346. Because Sig. (Pvalue) of pre-test and post-test experimental and control class $> \alpha = 0.05$. So, H_0 is accepted. It concludes that the data in the experimental and control class had normal distribution.

Experi- mental Class	X _{ratio}	Sig (0.05)	Conclusion
	0.141	0.473	Normal
Control Class	0.161	0.346	Normal

D. Data Homogeneity Test

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that Sig. (Pvalue) = 0.741 $> \alpha = 0.05$. It demonstrated that H_0 was accepted because Sig. (Pvalue) $> \alpha = 0.05$. It means that the variance of the data in experimental class and control class are homogeneous.

Homogeneity Test	df	Sig 0.05
0.741	66	0.110

E. Hypothesis Test

Based on the results obtained in the independent sample t-test, that the value of significant generated Sig (2-tailed) = 0.001 $< \alpha = 0.05$. So, H_a was accepted and H_0 was rejected. Based on the computation, it can be concluded that there was of using questioning the author (QTA) strategy towards students' reading

comprehension of recount text at the tenth class of SMK Negeri 8 Bandar Lampung in 2021/2022.

t-test	df	Sig. (0.05)
0.001	66	

2. Discussion

Based on the data analysis by using t-test and testing of hypothesis. The writer got the result that H_a was accepted. It showed that the independent sample t-test, that the value of significant generated Sig (2-tailed) = 0.001 $< \alpha = 0.05$. It means that there was an influence of questioning the author (QTA) strategy towards students' reading comprehension. The use of questioning the author (QTA) strategy better than direct instruction. It was proved by the mean score of pre-test experimental class was post-test experimental class was pre-test control class was post-test control class was

Reading is an exercise dominated by the eyes and the brain, it can be understood that the eye receives messages and the brain then has to work out the significance of these messages. It is essentially about understanding; those readers will understand texts that they read by constructing a meaning for themselves, and that writers will try to ensure that their readers are able to understand what they write.

The writer conducted the research at 2 classes namely experimental and control class. But before he conducted the research, she did tryout test in order to measure the instrument whether valid or not. The instrument of the test was multiple choice reading test with 40 questions which contains of four options a,b,c, and d. The instrument was valid since the tryout test was conducted and resulting fair to very high criteria. The result of tryout test by using the same instrument as in experimental and control class was satisfy. It means that the

students were got middle to high scores and also the instrument of the test can be used to experimental and control class.

In experimental class, the writer conducted the research by using Questioning the Author (QTA) Strategy. Questioning The Author (QTA) is a strategy to monitor the students' comprehension by pausing them step-by-step when they are reading a text. It is supported by Wilson and Smetana (2011:84) who stated that Questioning The Author (QTA) is the activity of stopping and thinking with a teacher to guide the students. It means that questioning the author (QTA) strategy is where the teacher guides the students to monitor their comprehension. The teacher stops them in their reading, then asks them to thinking the lines that they had been read. In the end of the lesson, the teacher supported them to comprehend the text given. This strategy was success because it was easy to be applied.

The result of the students' score in experimental class was very good. The students were more active when the teacher gave the explanation. Even though there was a little problem when the teacher explained the material at the first meeting. The students seemed confused but it did not take long time for them to understand the lesson on that day. On the next meeting, the students seemed more enthusiastic during the lesson. It was made teaching-learning process ran well. It is line with theory from Blachowich and Ogle (2008:123) that questioning the author (QTA) is a question answering and generating strategy that improve comprehension by helping the students pose questions while reading a given text, helping to solidity their knowledge and challenge their understanding. Questioning the author (QTA) is used during reading. This strategy supports comprehension as students critique the author's writing while engaging in

discussions and interactions within the classroom.

In control class, the writer conducted the research by using Direct Instruction. It was called 'direct' because the steps in learning were given directly. There was no specific procedure. The teacher explained the material and the students were listened to it. There was no much feedback while teaching-learning process running. Then the teacher gave them the test same as in experimental class. They did it well, but the scores were lower than in experimental class. It can be concluded that the instructions which have been given in control class was not really function and the strategy in experimental class was useful.

The successful of Questioning the Author (QTA) strategy is related to a theory stated by Buehl (2009:137) defines that questioning the author (QTA) is a powerful strategy to help the students adopt an inquiring orientation of the text. It focuses on a series of questions that one might naturally pose about any message students might receive, in any form. It means that questioning the author (QTA) provides a series of questions for a reading text. The students need to know the meaning of each sentence because there might be one pose questions by a teacher while they are reading a text.

In the end of discussion, the writer would say once again that Questioning The Author (QTA) strategy can be used for the teacher who wants to conduct the research or wants to teach the students with simple strategy. This strategy was proved by several researchers in any kind of school levels. And all of the result was good. Therefore, the writer would like to inform that this strategy is really function. It was easy to be taught and would not consume much time in teaching-learning process.

CONCLUSION

Based on the result of the data analysis and hypothesis test, the writer concluded that:

1. There was significant influence of using questioning the author (QTA) strategy towards students' reading comprehension of recount text at the tenth class of SMK Negeri 8 Bandar Lampung in 2021/2022.
2. The average score of students' reading comprehension who learn through questioning the author (QTA) strategy higher than who learn through direct instruction.

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