

## **EXPLORING BARRIERS AND SOLUTIONS OF STUDENTS' READING COMPREHENSION THROUGH QUESTION ANSWER RELATIONSHIP STRATEGY IN RECOUNT TEXT FOR FASHION MAJOR AT SMK NEGERI 5 MALANG**

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### **Abstrak**

*Penelitian ini bertujuan untuk mengungkapkan hambatan dan solusi yang terjadi pada siswa disaat menggunakan strategi Question Answer Relationship (QAR) dalam meningkatkan kemampuan pemahaman membaca siswa melalui text recount. Siswa yang terlibat dalam penelitian ini adalah siswa di SMK Negeri 5 Malang kelas X jurusan tata busana. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan design studi kasus. Pada penelitian ini, data dikumpulkan melalui observasi yang terjadi dikelas, dan wawancara kepada guru mata pelajaran bahasa inggris. Strategi QAR merupakan salah satu pembelajaran dalam Active Learning dan strategi pembelajaran ini juga dikenal dengan Student-Centered. Penerapan strategi QAR dapat membangun dan menciptakan critical thinking dan high order thinking siswa. Selain itu peserta didik juga dapat mengenali atau mengelompokkan pertanyaan sesuai dengan jawabannya dan meningkatkan pemahaman bacaan. Hasil temuan dalam penelitian ini mengungkapkan bahwa beberapa siswa mengalami hambatan disaat guru menerapkan strategi QAR melalui teks recount. Beberapa siswa yang mengalami hambatan dikarenakan mereka kurang keterampilan pada penguasaan think and search question, mengelompokkan pertanyaan dan menemukan ide utama pada suatu teks. Pada penelitian ini, guru menerapkan strategi QAR berdasarkan Raphael Model. Penelitian ini diharapkan dapat memberikan manfaat kepada guru bahasa inggris sebagai salah satu strategi yang diterapkan untuk meningkatkan pemahaman bacaan siswa.*

**Kata kunci:** *Pemahaman Membaca; Teks Recount; Question Answer Relationship; Hambatan; Solusi.*

### **Abstract**

*This research aims to reveal the barriers and solutions that occur to students when using the Question Answer Relationship (QAR) strategy in improving students' reading comprehension skills through recount text. The students involved in this research were students at SMK Negeri 5 Malang class X majoring in fashion design. The method used in this research is a qualitative research method with a case study design. In this research, data was collected through observations that occurred in class and interviews with English subject teachers. The QAR strategy is one of the lessons in Active Learning and this learning strategy is also known as Student-Centered. The application of the QAR strategy can build and create students' critical thinking and high order thinking. Apart from that, students can also recognize or group questions according to the answers and improve reading comprehension. The findings in this research revealed that some students experienced barriers when the teacher implemented the QAR strategy through recount text. Some students experience barriers because they lack skills in think and search question, grouping questions and finding the main idea in a text. In this research, teachers applied QAR strategy based on the Raphael Model. This research is expected to provide benefits to English teachers as one of the strategies implemented to improve students' reading comprehension.*

**Keywords:** *Merdeka Belajar; Teaching Assistance; Agent of Change.*

## Introduction

Reading entails more than just acquiring the literal meanings of words or learning new English vocabulary. It requires comprehension of the explicit and implicit meaning of written information or messages. In accordance with Government Education Regulation number 022 of 2016, one of the guiding principles for the Learning Implementation Plan must be taken into consideration: the establishment of a culture of reading and writing that fosters an appreciation for reading, comprehension of diverse reading materials, and expression in writing. Likewise, Pollard (2008) stated that reading is a skill in learning English that allows one to gain new language and vocabulary by comprehending written texts. In addition, reading is an evolving task that requires comprehension and recognition skills. It is an essential daily activity that allows one to maintain current with their information (Patel & Jain, 2008). Furthermore, reading involves an ongoing relationship between language perception, the reader's linguistic proficiency, cognitive abilities, and worldview (Nuttal, 2005). Thus, reading is the cognitive activity of comprehending and making meaning of information on a broad scale.

Reading comprehension is a type of reading that aims to understand the text given. Most of a student's success in learning can be measured from the student's interest in reading. Then, Dalman (2014) stated that students' interest in reading can be proved by their great persistence in finding out the information and meaning from the written text, which is carried out with full awareness. Students should be able to read the text effectively by understanding the meaning, vocabulary, grammar, idea or information from the text (Arrasul et al., 2023). Moreover, Prawiro (2020) stated that students who practice reading effectively will develop the ability to critically analyze and evaluate the text that they are reading in order to enhance their comprehension of the subject matter. Then, Arrasul (2020) stated that reading is the cognitive activity of interpreting and understanding written language. There is an interactive exchange of information between readers who seek knowledge and information from the text, which serves as the source.

Reading comprehension involves some interpersonal skills, including vocabulary development, decoding, critical thinking skills, and inference-making from the text. Therefore, the students of vocational high school or senior high school are required to focus on reading the text in preparation for their university (Arrasul et al., 2023). They should improve their ability to read the text. Moreover, Aebersold & Field (1997) stated that the reader and the text are involved in reading comprehension activity. Reading comprehension activity is the activity that occurs to students or people to gain understanding by looking at the written text to conclude (Richard, 1996; William, 1996). In addition, Sholihah (2016) stated that reading comprehension is the ability to understand the written text by involving the students' experiences and knowledge.

As a form of reading comprehension, the recount text requires students to interact with a text that is relevant to their own experiences and knowledge. Recount text is a kind of text written by a writer to retell their experiences and explain to the reader what and when it happened (Theriana, 2020; Wardiman, 2005). Besides that, the Merdeka curriculum mandates that Junior and Senior High School students study recount texts. Then, in this research, the students and teacher used recount text in their teaching and learning activity to enhance students' reading comprehension. A recount text is a type of text that describes past events or experiences by narrating them in an order of occurrence. In a recount text, there are three fundamental structures. The first is the orientation, which provides background information. The second is the record of events, presented in chronological order. Lastly, there is the re-orientation, which serves to conclude the text (Nusri & Syafar, 2017). However, most Indonesian students, especially the students of SMK Negeri 5 Malang, experience some barriers to reading comprehension. Therefore,

the teacher in SMK Negeri 5 Malang found some solutions for teaching reading comprehension through recount text.

Teaching reading can provide the students with practice and facilitate their ability to comprehend the text. Comprehension is the deliberate cognitive process that takes place when the readers engage with written text. Moreover, the core of reading is comprehension (Tankersley, 2003). Then, the teachers need to consider the strategy or activity that the students can use during the teaching-reading process. A few strategies are frequently applied for students' reading comprehension there are: Identifying the purpose of reading, Using graphemic rules and patterns to aid in bottom-up decoding (especially for beginning-level learners), Using efficient silent reading techniques for relatively rapid comprehension (intermediate to advanced levels); Skimming the text for main ideas; Scanning the text for specific information; Use semantic mapping or clustering; Guessing when you aren't certain; Analyzing vocabulary; Distinguishing between literal and implied meaning; Capitalizing on discourse markers to process relationship (Brown, 2000). Reading strategies enable students to decrease the challenges they face when reading written content and enhance their comprehension (Gilakjani & Sabouri, 2016). Then, the strategy that suits the approach of reading comprehension is the Question Answer Relationship (QAR) Strategy.

QAR strategy proved effective in increasing the students' reading comprehension skills. During carrying out this strategy, the academic performance of the students showed enhancement. While using this strategy, students demonstrated proficiency in comprehending various levels of questions and comprehending the connection between questions and responses (Anggun, 2017; Aziz & Yasin, 2017; Cummins et al., 2012; Erdiana et al., 2017; Nurhayati et al., 2019; Rizal, 2016; Rufaidah, 2017). Moreover, the QAR strategy is one of the strategies that can help students enhance students' ability in reading comprehension through the text (Raphael, 1986). Using the QAR strategy will allow students to learn that the text and their prior knowledge are the two main sources of information for answering questions (Bouchard, 2005). Then, there are four categories in the QAR strategy: Right-there questions, Think and search questions, Author and me, and On my own (in my head). Teachers can use it in reading comprehension through the text (Raphael, cited in Defrioka, 2016). Moreover, A lack of strategic behavior was frequently reported by students who did not use a QAR method when reading and responding to questions (Raphael, 1986).

As previously explained, the purpose of this study is to (1) examine QAR as a strategy to enhance students' reading comprehension through recount texts; and (2) investigate the barriers that students face after learning how to use QAR in a classroom activity and receiving solutions from teacher.

### **Research Method**

This study aims to explore students' barriers and solutions in reading comprehension through the question-answer relationship strategy. This research study intended to use a case study design. Ary, et al. (2018) stated that case studies often include data from various sources gathered over time. In this study, researchers used observation and interviews to gather the data. Through observation, researchers obtained the teachers used the question answer relationship strategy in recount text for students' reading comprehension. Interviews were conducted as the second technique of collecting data to get information related to the teacher's strategy that was used in the classroom during the observation. Interviews enable the researchers to have deep answers and provide rich data to support the observation (Kvale & Brinkmann, 2015).

## Findings and Discussion

Based on the findings from the data analysis that used observation classroom and interview at SMK Negeri 5 Malang, a researcher found students' barriers in reading comprehension through recount text in the teaching and learning process. Some of the students' barriers have been given solutions by the teacher using the Question Answer Relationship (QAR) strategy to reduce students' barriers to reading comprehension. Then, the researcher in this research adapted the QAR strategy that the teacher used from Raphael. The QAR strategy was classified into four components. The four components are Right-there questions, Think and search questions, Author and me, and On my own (in my head). Using the Question-Answer Relationship (QAR) strategy, the students were instructed to group the questions according to where they got their answers. It can be a direct question, with the solution located in that precise location inside the text. The question may be implicit, requiring the reader to combine information from the text with their past knowledge. In addition, the question could be evaluative or creative, involving making a judgment or stating an opinion.

The findings of this research indicate that the Question-Answer Relationship (QAR) strategy is beneficial for students in both comprehending the text and effectively answering questions. Additionally, this strategy aids students in developing critical reading skills while responding to recount text questions. Students derive advantages from comprehending and reflecting on the literature they read. In this research, before the teacher started the teaching and learning process, the teacher had introduced the recount text. Then, the teacher tried to engage the students' reading comprehension by using the QAR strategy through recount text. However, the students faced some barriers in reading comprehension. It is more inclined to the QAR's components of think and search questions and Author and Me. Students' barriers related to the component of think and search question are as follows:

1. Most of the students had problems finding out the information from the text.
2. Most of the students had problems connecting the questions to the answers.
3. Students had a problem remembering the information from the text.
4. Most of the students were passive during reading comprehension.
5. Most of the students lacked confidence and were afraid to make mistakes when learning to read.

The second barrier faced by students is Author and Me, as follows:

1. Students had a lack of critical thinking.
2. Most of the students had problems formulating their ideas and opinions.
3. Students lacked interpretation of the written text.

Based on the two components of the QAR strategy above, the students faced those barriers while learning reading comprehension through recount text. Therefore, the research found out during the observation classroom that the teacher tried to give the solution for the two components barriers faced by students. The solutions have been provided by the teacher during the learning of reading comprehension through recount text, as follows:

1. The teacher tried to lead or direct the students to the main idea or information from the text.
2. The teacher gave an example to connect between the questions and the answers.
3. The teacher stimulated the students to be more active than passive in the classroom.
4. The teacher tried to lead students' critical thinking by giving them examples.
5. The teacher tried to explain how to interpret the text.

Furthermore, the teacher in this research did not divide students into a group discussion to engage their ability, which supports QAR strategy. The teacher approached one student to another by ordering them to read a text and correcting the student's pronunciation. Moreover, the researcher found that the teacher gave students three different kinds of recount text with five questions. The teacher asked the students to answer five questions after the reading. It looks like the students learn in a hurry. Then, the teacher is better off to divide students into group discussions in which, after reading the text, another student can pay attention and be stimulated to answer the question.

Then, the solutions mentioned above were concluded by observation of the classroom. Then, the researcher tries to support the data of the observation by interviewing the English teacher. The researcher aimed to know the teacher giving solutions to the students' barriers during the teaching and learning reading comprehension by using QAR. The researcher found that the teacher guided the students to figure out how to connect between questions and answers, led students' critical thinking and stimulated students to seek the main idea from the text written. Therefore, the researcher interviewed the English teacher. Then, the researcher found the answer from the teacher's interview: The teacher chose teaching material that was suited to recount text for teaching reading comprehension. The teacher gave meaningful feedback or reflection to the students in the process of teaching reading comprehension by using QAR. The teacher discussed the text with the students and supported, stimulated, and also engaged the students to listen to the text written that the teacher had read. Then, the teacher was good for managing the time well in the teaching and learning process.

The findings and discussions mentioned above have answered and described the students' barriers, which the teachers solved by using QAR strategy. Thus, the observation and teacher interviews can answer the researcher's curiosity. This QAR strategy can be implemented in the classroom during teaching and learning to stimulate and engage the students' critical thinking needed in this century.

## **Conclusion**

Based on the above discussion and outcome, the researcher deduced that the QAR strategy effectively assists students in performing reading comprehension. The initial issue refers to identifying an efficient technique to enhance the reading comprehension abilities of students at SMK Negeri 5 Malang. The use of the Question-Answer Relationship strategy, which includes four question levels (Right There, Think and Search, Author and Me, and On My Own), has proven to be highly effective in enhancing students' reading comprehension skills and aiding their understanding of the texts they read. The use of the QAR strategy was fresh for the students. Nevertheless, it has proven to be a beneficial and effective strategy for enhancing students' reading proficiency. Students need to understand and consider the material they are reading. It allows individuals to adopt a more strategic approach in order to seek explicit information, perceive implicit information, ascertain the primary idea, determine the cognitive function, and make predictions.

In addition, using QAR to organize reading comprehension classes guarantees that questions that ask students to discover and recall material won't be overemphasized or focus on lower-level ability. This research revealed that some students experienced barriers when the teacher implemented the QAR strategy through recount text. The teacher has handled students' lack. The teacher used a QAR strategy that is similar to Raphael's theory of four components in QAR, which are classified as Right-there questions, Think and search questions; Author and me, and On my own (in my head). However, some students experience barriers because they lack skills in grouping

questions and finding the main idea in a text. It is required for the Think and search question and Author and me components.

Moreover, the researcher recommended to the other English teachers they can enhance their students' comprehension through different strategies that promote selecting and grouping questions, skimming, identifying key information, and summarizing. It is particularly important for students who struggle with the think and search; Author and me components. It is highly recommended to teachers, institutions, and students. First, the teacher can use the QAR strategy or another strategy that can suit the material. Then, students need to work in groups to make it easier to use the QAR strategy. It had better to distribute them in groups of 3 to 5. Then, the teacher should patiently guide and monitor students to use QAR and provide students with plenty of samples of each QAR component. Overall, the strategy effectively enhanced students' reading comprehension abilities in reading comprehension process. The QAR strategy effectively facilitated the students' ability to discern various levels of questioning and comprehend the connection between questions and answers. It enables the students to ascertain the origins of information required to answer the questions while also actively engaging them in the reading instruction process.

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