

The Effect Of Applying Question Answer Relationship Strategy In Report Text On Students' Writing Skill At Smpn 44 Medan

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ABSTRACT

This research aims to determine whether there is a significant effect of using Question Answer Relationship (QAR) Strategy on students' writing skill. This research is an experimental research with quantitative approach. The population of this research were students of class VIII, while the sample of this research were students of class VIII B and VIII E of SMPN 44 Medan. The sample is consisted of 64 students in both classes. The experimental class is taught by using the Question Answer Relationship (QAR) Strategy, while the control class is taught using the conventional method. The data in this research were obtained by using pre-test and post-test scores. The data in this research were analyzed by using SPSS 25. The results of this research showed that the average score of the pre-test in the control class was 49.8 and the post-test was 66.8. While the average value of the pre-test in the experimental class was 54.56 and the post-test score was 75.83. Based on the hypothesis test criteria, the significance value of 0.000 is less than 0.05. This means that the value of the alternative hypothesis (H_a) taught by the researcher is able to influence the writing ability of students who are taught through the Question Answer Relationship (QAR) Strategy. Therefore, the Question Answer Relationship (QAR) Strategy is accepted, and the null hypothesis (H_o) is rejected.

Keywords: Question Answer Relationship (QAR) Strategy, Writing, Report Text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah penggunaan strategi question-answer relationship (QAR) berpengaruh signifikan terhadap keterampilan menulis siswa. Penelitian ini merupakan penelitian eksperimen dengan menggunakan metode kuantitatif. Populasi penelitian ini adalah siswa kelas 8, sedangkan sampel penelitian ini adalah siswa kelas 8-B dan 8-E SMPN 44 Medan. Sampel terdiri dari 64 siswa yang dibagi menjadi dua kelas. Kelas eksperimen diajarkan dengan strategi question-answer relationship (QAR). Sedangkan kelas control diajarkan dengan metode konvensional. Data untuk penelitian ini diperoleh dengan menggunakan pernyataan pre-test dan post-test, dan penelitian ini dianalisis dengan menggunakan SPSS 25. Hasil penelitian ini juga menunjukkan bahwa nilai rata-rata kelas control adalah 49,8 pada nilai pre-test dan 66,8 pada nilai post-test. Dan nilai pre-test pada kelas eksperimen adalah 54,56 dan pada nilai post-test adalah 75,83. Nilai signifikansi 0,000 lebih kecil dari 0,05 menurut pengujian hipotesis. Artinya, nilai hipotesis alternatif (H_a) yang diajarkan oleh peneliti dapat berpengaruh dalam kemampuan menulis siswa yang diajarkan melalui strategi hubungan Tanya jawab (QAR). Dan oleh karena itu, strategi hubungan Tanya jawab (QAR) diterima dan hipotesis nol (H_o) ditolak.

Kata Kunci: Strategi Question Answer Relationship (QAR), Pemahaman Menulis, Teks Laporan

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1. INTRODUCTION

There are at least 4 skills that should be mastered by the students namely: Listening, speaking, reading, and writing. Writing is one of the most important skill in English. Writing is a skill that can influence students' critical thinking and teach students to be more active in understanding grammar, vocabulary, and any procedures or forms use in the texts. Writing holds an important role in studying foreign language. Writing is also considered to be the most complicated language skill to learn, compare to the other language skills. Wilson (2011: 206) says learning to write well is important, one of the most important things the students will do in their education is writing. So, writing is the most important skill in tapping the creativity of learners.

But in a fact, there were many problems that found in the case of writing. Such as: Students made mistakes in grammar and structure of the sentence. When teacher asked students to make sentences in form of present tense, but students made it in to form of past tense. For example, students wrote "I walked to school everyday. Students wrote the wrong form of verb. Meanwhile, the correct sentence is "I walk to school everyday". The next students wrote, "I learned English every Monday". The correct sentence is "I learn English every Monday". Many students still did not understand how to use tenses in the sentence. And the students are not able to understand the text that they have written.

There are many strategies that can be used to write, in this research, researcher used Question Answer Relationship (QAR) as a strategy to help students' writing skills. This strategy showed the relationship between questions and answers, and how to find information in the text. Question Answer Relationship (QAR) is one of the learning strategies that can help students to answer questions more easily, knowing the differences in questions, while the researcher only guides them by giving some instructions related to the topic. In this research, the researcher given the students opportunities to develop their ideas in the form of a report text. In this case, the Question Answer Relationship (QAR) strategy helped students in writing through report text. Therefore, Question Answer Relationship (QAR) able to help students to improve their writing skills correctly according to the existing grammar. This strategy allowed students to be bolder in processing their vocabulary so that students will find it easier to convey ideas in a paragraph or text. This strategy helped students to be more active in writing because this strategy requires students to have critical thinking and creativity to answer questions.

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2. LITERATURE REVIEW

A. The Definition of Writing

Rahmi Azizah in Gelb (2019:226) States that writing is a clearly system of human intercommunication by mean of conventional visible mark. Writing began at the time when man learned how to communicate his thoughts and feelings by means of visible signs. Understandable not only to himself but also to all other persons more or less initiated into the particular system.

According to Javed (2013:2) Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of

the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way.

Yovie and Ramadayanti (2019:28) say writing has been widely regarded as a crucially essential skill in the teaching and learning of English as a Second Language (ESL) as it is a comprehensive skill that helps reinforce vocabulary, grammar, thinking, planning, editing, revising, and other elements. Writing also helps to improve all the other skills of listening, speaking and reading as they are all interrelated.

B. Teaching Writing

According to Jimmi, J., & Hafidziah, F. (2018:91) writing starting from the very beginning of the study. The researcher try to attract the students' attention to the importance of the following aspects of affective writing:

1. Paragraphing.
2. Ideas someone can not achieve writing without idea.
3. Grammar and spelling.
4. Punctuation.
5. Handwriting.

C. The Purpose of Writing Skills

According to Tarigan (2005: 23) reveals that broadly the purpose of writing is to notify or teach, convince or urge, entertain or please, express or express fiery feelings and emotions. The purpose of teaching writing is are follows:

1. Helping students understand how they can write expressions, by creating situations in the classroom that clearly require writing and writing activities.
2. Encouraging students to use appropriate and harmonious forms written expression.
3. Developing gradual growth in writing with complete self-confidence.

purpose of writing is very important and in general the purpose of writing according to Semi (1990: 19) are as follows:

1. Give direction / instructions, namely giving instructions to others in doing something.
2. Explain something, which is to give a description of the matter that must be known by others.
3. Tells events, namely providing information about something that is going on somewhere at a time.
4. Convincing, namely writing that tries to convince others to agree or agree with him.
5. Question Answer Relationship

D. Question Answer Relationship (QAR)

According to Raphael in Sa'dulloh Muzammil (2016:107). Developed Question Answer Relationship (QAR) as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the texts and information from their own background knowledge. Without Question Answer Relationship (QAR) instruction, students often over rely on text information or background knowledge.

According to Katherine A. Daugherty Stahl (2004:601). States that the questions that teachers ask and instruction in Question Answer Relationship (QAR) or other teacher led questioning can act as a springboard and a model for critical thinking and complex student generated questions. Teacher led questioning can be a powerful vehicle in moving text interactions toward higher levels of thinking and critical literacy.

Duke and Pearson (2001:473) says focus in using Question Answer Relationship (QAR) is to help children understand how to find answers. Children share with one another specifically where and how they found the answers: in their head or in the book.

E. Categorization of Question Answer Relationship (QAR)

Taffy E. Raphael and Kathy Highfield (2001:22). Categorized the QAR question into two broad categorizations based on where answer of the question can be found.

There are two types of questions, they are:

1. In the Book Questions

a. Right There

Right there questions require reader to go back to the passage and find the correct information (explicit information) to answer the questions. These are sometimes called literal question as the correct answer can be found in the passage. Right there questions sometimes include the words: According to the passages, How many, Who is, Where is, and What is.

b. Think and Search

In Think and Search questions, the answer will still be in the text, but the details necessary to answer the questions may be in more than one location.

2. In Your Head Questions

a. Author and You

Author and You questions require reader to use ideas and information that is not stated directly in the passage to answer the question. These questions require the reader to think about what you have read and formulate your own include the words: the author implies, the passage suggests, and the speakers' attitude.

b. On Your Own

On Your Own questions can be answered using readers' background knowledge on a topic. This type of questions does not usually appear on tests of reading comprehension because it does require the reader to refer to the passage. On Your Own questions sometimes include the words: In your opinion, Based on your experience, and Think about someone/something you know.

F. Procedures of Question-Answer Relationship strategy (QAR)

According to Spears in Iqbal and Naila Nurillah (2019: 56). There are three steps in teaching QAR:

1. Explain the students that there are four types of questions they will encounter. Define each type of question and give an example.

a. Right There: The answer is found in the text, usually as a phrase contained within one sentence.

b. Think and Search: while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.

c. Author and You: the answer is not directly stated in the text, the students draw on prior knowledge as well as what the author has written to answer the question.

d. On Your Own: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.

2. Give the students sample questions to answer in pair or small class and identify which the QAR levels they used.

3. Have students work individually on questions from longer passage. Get students to examine the types of questions in the training passage.

METHOD

A. Research Design

Sugiono, (2016:7). In this research, the researcher used quantitative method. Quantitative method is the method with form of numbers and analysis by using statistical analysis. The design in quantitative method is a quasi-experimental design. This study analyzes the effect of independent variable and dependent variable. There are two classes in this research VIII-B as experimental class and VIII-E as control class. In this research, the researcher compared the students' score from both classes whether the treatment significant or not in this research.

B. Population

The population is a generalization area consisting of objects who have certain ability and characteristics applied by researcher to be studied and then find the conclusion. The population of this study is the eight grade students of SMP Negeri 44 Medan. It is located in Nelayan Indah, Kec. Medan Labuhan, Kota Medan, Sumatera Utara.

Table 1 . Population of the Study

NO	CLASS	POPULATION
1	VIII A	32
2	VIII B	32
3	VIII C	32
4	VIII D	32
5	VIII E	32
Total Number of Students		160

C. Sample

Two classes were sampled by the researcher. There are two classes , namely experimental and control class. Each sample included 32 students. Because the researcher used random sampling. Two classes , VIII-B and VIII-E were used.

Table 2 .The Samples of the Study

No	CLASS	SAMPLE
1	VIII B (Experimental Class)	32
2	VIII E (Control Class)	32
Total Number of Students		64

In this research, researcher used experimental class and control class to get the data. The experimental class teach used Question Answer Relationship and the control class teach by conventional method without using QAR in teaching while writing. The researcher gives topic in form of essay for the students. The researcher gives the topic of animal, such as butterfly, monkey, bee, lion and rabbit. After giving essay test, students will answer the question in form of WH Question related

D. Technique of Data Collection

According to Winarni (2018), there are three data collection methods in the research such as:

1. Test Initial test is a test that is carried out before the lesson material is given to students. Pre-test conduct to find out whether the research samples normally contribute and homogeneous or not so that the expected results of the study truly impact of the treatment.

2. Post-Test, this final test is the most important learning material to test the students score. The final test script make the same as the initial test script. It can see whether the final test is better, the same, or worse than the initial test results.
3. Observation In this study, observations make on aspects of attitude (assessment of attitude observation) and aspects of skills (performance appraisal).

E. Technique of Data Analysis

The technical steps used to analyze the data in this study are as follow :

1. Collecting students scores on controls and experiments. The researcher gave the students initial name and test form that was able to write a test report. After that, the researcher calculated the students' scores in the report text.
2. Tabulating the students' score in control and experimental class. The results checks and gives a value. The value gives in accordance with the assessment instrument. Then the value obtained from the test enter into a table for analysis using the formula. Providing the hypothesis of the research, the data analyze by formula as the follows:

Determining coefficient r by formulation (Sugiyono 2012: 183)

Where:

R_{xy} : Coefficient correlation between x and y

N : Number of students

$\sum xy$: Score total of cross x and y

$\sum x$: Sum of the item score x

$\sum y$: Sum of the item score y

$(\sum x)^2$: Square of x

$(\sum y)^2$: Square of y

Product moment and the meaning of closeness in a statistical analysis or data analysis. Here's the explanation:

1. Coefficient value 0 = There is no relationship at all (rare)
2. Coefficient value 1 = Perfect relationship (rare)
3. Coefficient values > 0 to < 0.2 = Relationship is very low or very weak
4. Coefficient value 0.2 to < 0.4 = Low or weak relationship
5. Coefficient of 0.4 to < 0.6 = Relationship is large enough or strong enough
6. Coefficient of 0.6 to < 0.8 = A big or strong relationship
7. Coefficient value 0.8 to < 1 = Relationship is very large or very strong

3. RESULT AND DISCUSSION

The researcher found that using a Question Answer Relationship strategy hand an effect on students' ability to write text. The control class had a mean score of 15.27 , while the experimental class mean score was 20.33. the tobs statistic was 9.741, indicating that there was a significant between the two groups.

The researcher found that t_{obs} at the level significance $0.05 = 1.701$ the researcher made conclusion of the hypotheses that t_{obs} was higher than t_{table} namely $9.741 > 1.701$. According to Sudjiono if the result of calculation t_{obs} is higher than t_{table} , the Null hypotheses (H_o) is rejected. If the result of calculation t_{obs} is lower than t_{table} , the Null hypotheses (H_o) is accepted. Since the score obtained from the result of calculating, the Alternative Hypotheses (H_a) was accepted and the Null hypotheses (H_o) was rejected. This means that there is a significant effect of using Question Answer Relationship (QAR) strategy on students' ability to write text.

The data in this research were collected from the results of a pre-test and post-test administered to eighth grade students at an Indonesian school. The researcher looked at the results of the tests given to two different groups of students the control group and the experimental group. The control group had students who did not take part in the experimental, while the experimental group consisted of student who took part in the experiment. The researcher than used the data in Table 3 to analyze it :

Table 3 .The Student's Pre-Test and Post-Test Scores of Control Class

Name of Student's	Pre-test Score	Post-Test Score	Gained Score
ASH	60	72	12
AS	55	66	11
AFL	49	61	12
AP	52	67	15
AR	48	59	11
A	65	77	12
AZAPS	40	70	30
BH	47	60	13
DM	31	63	32
F	37	68	31
FF	46	56	10
HRH	51	69	18
KNS	64	71	7
KH	48	58	10
LA	55	60	5
MR	47	55	8
MH	27	66	39
MA	54	62	8
NS	63	78	15
NS	59	76	17
NZ	39	69	30
PP	60	67	7
PK	64	79	15
RR	40	61	21
R	54	72	18
RFS	33	73	40
RR	28	54	26
RS	68	74	6
RS	50	69	19
SS	60	72	12
Total	1.494	2.004	510
Mean	49.8	66.8	17

Table 4. The Student's Pre-Test and Post-Test Scores of Experimental Class

Name of Student's	Pre-Test Score	Post-Test Score	Gained Score
AM	44	80	36
AS	40	78	38
ATL	56	84	28
ADM	58	76	18
AT	65	76	11
AZ	59	84	25
AS	60	90	30
AA	69	78	9
AA	55	74	19
BN	50	72	22
FN	44	78	34
HAP	58	80	22
IK	70	82	12
MAAQ	48	70	22
MZ	52	90	38
MD	48	82	34
MAHP	60	90	30
MIP	68	78	10
MZH	51	64	13
NKD	49	70	21
NS	61	84	23
NKBN	58	78	20
PW	40	62	22
RA	50	84	34
RM	60	72	12
RDA	53	60	7
RF	50	65	15
RAK	47	58	11
S	54	66	12
SA	60	70	10
Total	1.637	2.275	638
Mean	54.56	75.83	21.26

The data obtained from the pre-test and post-test showed that the lowest the score of pre-test in control class was 27 and the highest score was 68. The lowest score of post-test was 55 and the highest score was 79. Furthermore, the average score for the experimental class was a little higher than the average score for the control class before the tests, but the scores for the experimental class after the tests were different. The highest score for the experimental class was more than two points higher than the highest score for the control class after the tests.

Before the researcher analyzed the data, the researcher has calculated the result of homogeneity test, validity, reliability, inter-rater test and t-test. The homogeneity test is a test of whether the variances of two or more distributions are equal, Homogeneity test is carried out to determine whether the data in variables X and Y are homogeneous or not.

The homogeneity of the sample was calculated by the following equation (Sudjana, 2002 : 205):

$$F = \frac{Sg}{St}$$

F : Homogeneity of the samples

S_g : The highest score

S_t : The lowest score

The samples are all the same and have a high score. The data is homogeneity :

$$F = \frac{182.5}{88.2} = 2.06$$

$F_{\text{value}} < F_{\text{table}}$

$2.06 < 2,14$

Shown that F_{value} of pre-test is 2.06, while the F_{table} is 2,14 with the degree of the freedom (df) is (obtained: $n-1 = 32-1 = 31$). It can be concluded that $F_{\text{value}} < F_{\text{table}}$ the data is homogeneity.

Instrument testing is used to determine if an instrument is accurate and reliable. From the results of the calculation of the question number 1, it was found that the r count was greater than the r table. This means that the question number 1 is considered valid .

Table 5. Table of Validity Test “Pre-Test”

No	r count	r table	Status
1	0,588	0,361	Valid
2	0,323	0,361	Invalid
3	0,421	0,361	Valid
4	0,640	0,361	Valid
5	0,529	0,361	Valid
6	0,164	0,361	Invalid
7	0,289	0,361	Invalid
8	0,511	0,361	Valid
9	0,293	0,361	Invalid
10	0,218	0,361	Invalid

The researcher took five question that were found to be valid in the taste test.

Instrument testing is done to get a valid and reliable instrument. To determine the level of accuracy of the instruments used and then question number I will be tested by using Correlation Point Biserial Formula.

The answer to question 1 is valid because the count for it is greater than the table value for it .

Table 6 .Table of Validity Test “Post-Test”

No	r count	r table	Status
1	0,421	0,361	Valid
2	0,398	0,361	Valid
3	0,371	0,361	Valid
4	0,521	0,361	Valid
5	0,521	0,361	Valid
6	0,377	0,361	Valid
7	0,501	0,361	Valid
8	0,437	0,361	Valid
9	0,411	0,361	Valid
10	0,643	0,361	Valid

All of the questions on the survey are valid, so the researcher chose 10 of them to use in their study.

The researcher used a t-test formula to find the empirical evidence and to test the hypotheses.

Table 7. The Comparison Scores of Each Student in Experiment Class and Control Class

Student (Experiment)	Students (Control)	Gained Score (Experiment)	Gained Score (Control)	da (Experiment)	db (Control)	da ²	db ²
AM	ASH	36	12	11.67	9.73	136.19	94.67
AS	AS	38	11	-2.33	-9.2	5.43	84.64
ATL	AFL	28	12	9.67	2.73	93.51	7.45
ADM	AP	18	15	-4.33	5.73	18.75	32.83
AT	AR	11	11	-6.33	1.73	40.07	2.99
AZ	A	25	12	-10.33	6.73	106.71	45.29
AS	AZAPS	30	30	-4.33	-8.27	18.75	68.39
AA	BH	9	13	1.67	-11.27	2.79	127.01
AA	DM	19	32	3.67	-10.27	13.47	105.47
BN	F	22	31	-4.33	-7.27	18.75	52.85
FN	FF	34	10	-0.33	4.73	0.11	22.37
HAP	HRH	22	18	6.27	-3.27	39.31	10.69
IK	KNS	12	7	-8.33	11.2	69.39	125.44
MAAQ	KH	22	10	-0.33	4.73	0.11	22.37
MZ	LA	38	5	6.67	-1.27	44.49	1.61
MD	MR	34	8	10.67	2.73	113.85	7.45
MAHP	MH	30	39	12.67	6.73	160.53	45.29
MIP	MA	10	8	3.67	-10.27	13.47	105.47
MZH	NS	13	15	6.67	4.73	44.49	22.37
NKD	NS	21	17	-6.33	1.73	40.07	2.99
NS	NZ	23	30	-8.33	-5.27	69.39	27.77
NKBN	PP	20	7	-4.33	-9.27	18.75	85.93
PW	PK	22	15	-2.33	-8.27	5.43	68.39
RA	RR	34	21	-6.33	-9.27	40.07	85.93
RM	R	12	18	-8.33	-8.27	69.39	68.39
RDA	RFS	7	40	-6.33	6.73	40.07	45.29
RF	RR	15	26	-2.33	-5.27	5.43	27.77
RAK	RS	11	6	-6.33	14.73	40.07	216.97
S	RS	12	19	14.67	12.73	215.21	162.05
SA	SS	10	12	3.67	4.73	13.47	22.37
Mean		21.26	17				
N = 32	N = 32	638	510	0	0	1497.49	1798.58

The researcher calculated the data based on the procedure of the calculation. The researcher used t-test formula to find out the effect of using Question Answer Relationship (QAR) Strategy on Student's ability of Writing text.

Discussion

The research was conducted to find the effect of Question Answer Relationship (QAR) Strategy on student's ability of writing report text. Question Answer Relationship (QAR) Strategy were created to distinguish them from accelerated learning. The difference in Question Answer Relationship (QAR) learning models with accelerated learning is that the Question Answer Relationship (QAR) learning model has considered the conditions of the Indonesian people in general, diverse national cultures, socio-economic conditions, our national education system and educational goals, while accelerated learning itself is a teaching model that allows students to learn naturally by using techniques that match their character so that they would feel that learning is fun, effective and fast.

Moreover, the pre-test and post-test results showed that the post-test was higher than pre-test. This was shown by the data that was calculated. The t_{obs} value was higher than t_{table} value. Based on the explanation, it can be inferred that using a question-answer relationship strategy to help students write reports had a positive effect.

The researcher gave the pre-test to see how well students could write based on a report text. When the researcher gave the test to all students, many of them didn't understand what was required of them. It was clear that many of the students struggled with the task of following the instruction in the pre-test.

On the post test, the researcher gave the same questions as the pre-test. When the students filled the question of the test, they looked easier to do it. It could be seen because before they did the post test, they had been taught writing by using Question Answer Relationship (QAR) to make them more active to explore their ideas in the form of report text. By using Question Answer Relationship (QAR) students have so many improvement such as they can write sentences in good way. Researcher collected the data of pre-test and post-test for both classes based on the explanation above, it related of Anggun Question Answer Relationship (QAR) can help students to overcome their problem in writing report text.

4. CONCLUSION

The Question Answer Relationship (QAR) Strategy can motivate students to improve their ability to write report texts. By comparing the scores of report texts written by Question Answer Relationship strategy with scores of report texts written using traditional methods, it can be seen that the result of the statistical calculation above is that the t_{obs} value is greater than the t_{table} value. Data analysis based on the results of the study showed that at a significance level of 0.05 it was 1.701, the t_{obs} value was 9.741 and the degrees of freedom (df) was 28.

This means that the t_{obs} value is greater than t_{table} , so the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) rejected. The researcher concluded that the question and answer relationship (QAR) strategy had a significant effect on the ability of class VIII students of SMPN 44 Medan in writing report texts.

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Finally she hopes this scientific papers can give a bit contribution to the language education especially English major and further pedagogical research and also she hopes it can be useful for researcher, readers and the next researchers.

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