

The Effect Of Applying Question Into Paragraph (QIP) Strategy On The Student's Achievement In Reading Comprehension

Razkiah Mahmud

¹Program Studi Pendidikan Bahasa Inggris, ²Universitas Muhammadiyah Sumatera Utara (Jl. Kapten Muchtar Basri No.3, GlugurDarat li, Kec. Medan Timur.,Kota Medan, Sumatera Utara 20238)

Email: mahmud123@gmail.com

Abstract

The objective was to investigate the effect of applying Question Into Paragraph on the students' achievement in reading comprehension. The method of the research was the experimental research method. The population of this research was the VIII grade students of SMP Al-Washliyah 31 Medan with 60 students. The experimental group was taught by applying Question Into Paragraph (QIP)strategy and the control was taught by applying Learning Method. The instrument of the test was Descriptive text and the students found 20 questions about the text. Based on the finding indicate that the final result was $t_{obs} > t_{table}$ or $3.48 > 2.048$ as a result showed that there was a significant effect of applying Question Into Paragraph Strategy on the students achievement in reading comprehension.

Keywords: *Question Into Paragraph (QIP)strategy, students's achievement.*

1. INTRODUCTION

Why reading is very important because it is how we discover a new things, books, magazines, and even the internet are great learning tools which require the ability to read and understand what is themselves in any area of life they are interested in. We live in an age where we overflow with infomation, but reading is the main way to take advantage of it. Readng is very important becaue it develops the mind. The mind is a muscle it needs exercise. Understanding the written words is one way the main grows in its ability. Teaching young children to read help them develop their language skills. It also help them learn to listen. Everybody wants to talk, but few can really listen. Lack of listening skill can results in major misunderstandings which can lead to job loss, marriage breakup, and others disasters- small and great reading help children and adult focus on what someone else is communicating.

Reading is a vital skill in finding good job many- well paying jobs require reading is a part of job performance. There are reports and memos which must be read and responded to. Poor reading skills increases the amount of time it takes to absorb and react in workplace. A person is limited in what they can accomplish without good reading and comprehension skills. Reading is so prevalent in language use and the primary means of language learning for the students. For the increasing of direct communication in foreign language, the development of reading 2 comprehension as a skills and a channel for laguage input has become the object of attention in education that needs tobe researched. Danny and Timmothy (2008:15) says that reading is a multidimensional process that involves the eyes, the ears, and the mouth, and the most importantly, the brain. It means to the readers need almost all organs of the body including the brains and ears not only the mouth. Reading is not just for the information, but with the reading the readers can understand the meaning of the text. According to danny and Timmothy (2018:15) says " Reading refers to the ability to comprehend or make meaning from written text."

Reading activities in the classroom are not usefull to the students, it means they do passive reading, students only read the materials without knowing what they have read, as the result they do not understand what about the text is. They could not determine the kind and topic of the text and they also had difficulties to identify the content of the information. Others factor that come from the teacher's way of teaching is that the teachers always uses the same way of teaching that is by using lecturing method that makes students feel bored and have no motivation to study. Being a good teachers is rewarding feeling and an accomplishment that you will be proud of. Teachers will touch the lives of great students and inspire them. Being a great teachers will come naturally if you are passionate about teaching students. Jane Oakhil, Kate Cain and Carsten Elbro(2015:10) says" Good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individuals words and the sentences that they form. It means that many people enjoy reading as a way to relax and enrich their minds. 3 Good reading comprehension increasingly critical skill to learn and develop tobe succesful in school and in the professional world. Reading is an exercise for the mind. It helps students calm down and relax, opening doors of new knowledge to enlighten their minds. Students who read grow up to have better cognitive skills. Even as adults, when we read, we come acros many new words we never really heard of. According to jane Oakhil, Kate Cain, and Carsten Elbro (2015: 10) says that reading comprehension is important, not just for understanding text, but for broader learning, succes in education, and employment. It is even important for our social lives because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitiv skill and abilities. But the fact is that reading is not really a hobby or habit for students. Many reason that caused students poor in reading comprehension such as the weakness of curriculum design, lack of english teachers, and lack of students' learning motivation. According to John7 & Ehow (2011: 22) stated that the problems of the learning english language derived from many different factors in different envoronments such as school resources, class size, quality of teachers, and the schools attendance of learners. In order to solve this problem, the

researcher comes up with idea to apply appropriate strategy in teaching reading to make the students comprehend the text which can help them to understand reading material by using Question Into Paragraph (QIP) strategy.

2. METHOD

This research was conducted at SMP AL-WASHLIYAH 31 MEDAN which located on JL. Platina 1 Simp. Dobi Kel. Titipapan Kec. Medan Deli. This reason for chosen this school because the researcher found that the students have problems in reading comprehension especially in descriptive text.

In collecting the data, several steps applied as follows:

1. Giving pre- test to experimental and control group by giving the text.
2. Giving a treatment to experimental group by using Question Into Paragraph (QIP) strategy.
3. Giving the treatment to control group with lecturing Method.
4. Giving post-test to both classes, by giving Descriptive Text to the students in experimental and control group.
5. Scoring the students' answer of the two group.

3. FINDINGS

This research was conducted in SMP Al- Washliyah 31 Medan. This research is pre- test and post-test research with different treatments, as a chosen class where VIII A as a experimental group that applied Question Into Paragraph (QIP) strategy and VIII B as a control group that applied by lecturing method. Each classes consist 30 students which given by descriptive text by using instruments of research to make 20 questions from the text given. This research began by giving a pre test to students first then the researcher conducted learning by applying different learning Strategies, after conducting learning the researcher conducted a post test to determine the final results of students. From the results of pre test and post test that have been carried out subsequently analyzed using statistical calculations to determine the standart deviation. The finding of this research showed that there was a difference of output between both of classes. Based on the calculation $t_{obs} > t_{table}$ or $3.48 > 2.048$. it means that the students who were thought by applying Question Into Paragraph (QIP) strategy got higher scores than the students who were thought by lecturing method. So, the researcher concluded that the alternative hypothesis was accepted. The description of the result gotten was expounded below:

The Score of Pre – test and Pos-test in Experimental Group

Pre- test

From the result of pre test, the total score of the students was 1220 and the number of students who took the test 30 students. The mean score of pre test was 40.66 from 30 students, there were 29 getting score under 75, and only one students getting score 75. This showed that most of the students' reading comprehension were low. While, the student with the highest score still had their reading to be standart.

Post- test

After the researcher gave treatment of applying Question Into Paragraph (QIP) strategy a post test was given to the students in experimental class. Based on the result of post-test the total score of students was 2095 the mean score of post test was 69.83 from 30 students, there was only one students getting score 73, and 29 students getting score higher than 73. This showed that there was an improvement in students reading comprehension.

From the pre - test and post- test result, it could be concluded that most of the students that were thought by applying Question Into Paragraph (QIP) strategy got a better result than those who were not thought by applying Question Into Paragraph (QIP) strategy. It could be said that there was a significant difference between students' scores. From the data, there were 30 students had their score increased and none of them had their score decreased or

constant, the increasing scores showed that Question Into Paragraf strategy influenced the students' achievement in reading comprehension.

The Score of pre- test and Post- test in Control Group

pre- test

Based on the result of pre-test, the total score of students was 1065 and the number of the students who took the test 30 students. The mean score of pre test was 28 the lowest score of pre test was 40 and the highest score was 75

Post- test After researcher gave pre test to the students, the students in control class were given the post test, based on the result of post test the total score of students was 2010 and the number of students who took the test was 30 students, the mean score of post test was 35.5 the students achievement in reading was better than before, but they still had difficulties in reading. From 30 students there were 4 students that got the highest score, which were 80, while 26 students got scores under 80. Based on the test which was given to the students in control group, the students mean scores in pre test were 28. After the pre test, the researcher conducted the post test without treatment of applying Question Into Paragraf. Eventually, the students mean score of the post test in this class was 35.5

The Difference Score of Experimental Group and Control Group

The data showed that in experimental group that highest score was 95 while in control group was 80. The lowest score of experimental group was 73 while in control group was 55. It could be said that there was a significant difference between students' score from both of classes. The students who were taught by treatment got a better result than those who were taught without treatment. 35 From the data, there were 30 students had increasing score, 0 students was constant, and 0 students was decreased. The increasing scored showed that the students had more achievements in reading comprehension.

Testing Hypotesis

$H_a : \rho \neq 0$ there was a significant effect of Applying Question Into Paragraf (QIP) Strategy On The Students' Achievement In Reading Comprehension

$H_o : \rho = 0$ there was not a significant effect of Applying Question Into Paragraf (QIP) Strategy On The Students' Achievement In Reading Comprehension

The conclusion , thit $>t$ table or $3.48 > 2.042$. so that, H_0 was rejected. In In the other words, H_a was accepted. It means that " There was significant effect of Applying Question Into Paragraf (QIP) strategy on students's achievement in reading comprehension.

Research Finding

The effect of x variable toward y variable of the effect of Applying Question Into Paragraf (QIP) strategy on the students' achievement in reading descriptive text was 87 % and 13% was influenced by others factors. The effect of applying Question Into Paragraf (QIP) strategy on students' achievement in reading comprehension gave a significant effect in reading comprehension. It means that the students who were taught by applying Question Into Paragraf got higher score than without applying Question Into Paragraf. It was proved from the result of the text, in which the score of thit was higher ttable ($3.48 > 2.042$). So, by this study it was hoped that applying Question Into Paragraf Strategy could bring better result that without it. In order to improve students' ability in descriptive text by applying Question Into Paragraf (QIP) strategy enable the students to apply the knowledge in their context real life and not just to memorize. So, the research was conclude the alternative hypothesis was accepted that " There was a significant effect of applying Question Into Paragraf (QIP) strategy on the students achievement in reading comprhension". In other words, the students 37 who were taught by applying Question Into Paragraf strategy got better than those who were taught by lecturing method in reading descriptive text.

4. CONCLUSION

Question Into Paragraf (QIP) strategy as performed in the classes at SMP AL-WASHLIYAH 31 MEDAN with 60 students in each experimental and control group. Based on the research was done, the researcher concluded as " There was significant effect on the

students' achievement in reading comprehension by applying Question Into Paragraph (QIP) strategy. It showed the final result was $t_{obs} > t_{table}$ or $3.48 > 2.048$. It means that there was significant effect toward the students' ability in reading descriptive text.

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